DOCUMENT RESUME

ED 462 092 JC 020 157

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TITLE A Portrait of Students at Bellevue Community College, Fall 1999.
INSTITUTION Bellevue Community Coll., WA.
PUB DATE 2001-09-00
NOTE 59p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Persistence; Community Colleges; Employment; *Student Attitudes; *Student Behavior; *Student Characteristics; *Student Educational Objectives; Student Experience; Student Surveys; *Two Year College Students; Two Year Colleges
IDENTIFIERS *Bellevue Community College WA

ABSTRACT

Two surveys were administered to samples of Bellevue Community College (BCC) (Washington) students in fall 1999: the Faces of the Future (FOF) survey (administered to 399 credit and 195 non-credit students), and the Community College Student Experiences Questionnaire (CCSEQ) survey (administered to 370 credit students). Significant findings are reported according to seven categories: demographic characteristics, finances and work, educational attainment, student goals, quality of effort, services for students, and satisfaction and gains. Findings include: (1) 20% of non-credit, 17% of credit, and 59% of Asian/Pacific Island students are not native English speakers; (2) 50% of students experienced major stressful life events in the past 2 years; (3) 75% of credit students are employed (half working over 20 hours per week) and 75% said jobs interfered with schoolwork; (4) 59% of credit and only 13% of non-credit students received no educational financial support from employers; (5) 25% of credit students are first-generation college students; (6) 75% of non-credit students already have a college degree; (7) 75% of students stated the most important reason for attending was to transfer to a four-year college; (8) 50% of credit students were not involved in any campus organizations; and (9) 86% of credit and 91% of non-credit students were satisfied with their experiences at BCC. (Includes 117 figures.) (KP)

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A Portrait of Students

at

Bellevue Community College

Fall 1999

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Executive Summary

In Fall 1999, two surveys were administered to a sampling of the 20,768 students who were enrolled at BCC. A total of 399 credit and 195 non-credit students took part in the first survey, "Faces of the Future" (FOF). This comprehensive questionnaire gathered information about the general, employment, and educational background of students, as well as their current college experience, and satisfaction with their learning. The FOF was sponsored and funded by the American Association of Community Colleges and ACT, Inc.

Also in Fall 1999, the State Board for Community and Technical Colleges and the Instructional and Student Services Commissions encouraged all 33 Washington community and technical colleges to take part in the "Community College Student Experiences Questionnaire" (CCSEQ). BCC was one of the 21 colleges who participated. This survey asked students how they spent their time and detailed the amount of effort they put towards various aspects of their study. At BCC, this survey was administered to 370 credit students, and provided data which is comparable to that collected in Washington State. Any differences thought to be significant are noted in the report.

Following is a summary of the most significant findings from both student surveys.

Demographic Characteristics

- ✓ One in five non-credit students and one in six credit students do not consider English to be their first language.
- ✓ Only 41% of Asian/Pacific Island students consider themselves to be native English speakers.
- ✓ Half of all students have experienced a major stressful life event – such as a job change or loss, death in the family, divorce/separation, or marriage – in the past two years, while a large proportion (26% credit, 21% non-credit) have experienced two or more events.

Finances and Work

- ✓ Four out of five credit students whose personal earnings are at the lowest income level have a *household* income higher than their own *personal* income. One-quarter of credit students at the lowest personal income level of $9,999 or less a year are in the highest household income level of $100,000 or more a year.
- ✓ For each level of personal income for credit students, there is a 50% or greater percentage of household income that is in a higher level than the student's personal income.
- ✓ Even though the major wage earners in credit student households are most likely to be parents or guardians, over three-quarters of credit students are employed while they are in school. Almost half of those employed are working *over* 20 hours a week.
- ✓ Almost one out of ten employed credit students stated that they had *two or more* part-time jobs.
- ✓ For credit students who are employed, more than half work weekdays and over one-quarter work in the evenings. For employed non-credit students, almost four out of five work weekdays.
- ✓ Over three-quarters of employed credit students found that their jobs interfered with their schoolwork, taking some or a lot of time.

- ✓ Over three-fifths of credit students with family responsibilities needed some or a lot of time to complete their schoolwork.
- ✓ Non-credit students were much more likely than credit students to cite their *employer*, after their own income/savings, as a source of funding for school.
- ✓ Even though eight out of ten credit students were employed while in school, 59% said they received *no support whatsoever* from their employers for any education or training expenses (compared to only 13% of non-credit students). Employers of non-credit students were much more likely to pay for all of the cost of tuition.

Educational Attainment and School Performance

- ✓ Only a quarter of BCC credit students are first-generation college students, while almost all have parents that had obtained at least a high school degree or GED.
- ✓ Non-credit students are twice as likely as credit students to have parents without either a high school degree or GED. Just over a third of their mothers and less than half of their fathers have obtained a college degree or certificate.
- ✓ Three quarters of non-credit students had a college degree while enrolled at BCC.
- ✓ Almost a quarter of the credit students have completed one or more non-credit courses at BCC.
- ✓ Students that attend classes both day and evening are the most likely to carry a heavy credit load (55% take 12-15 credits while 30% take more than 15 credits).
- ✓ A third of the students spent only 1-5 hours studying every week.
- ✓ The more credits that are taken by students, the more time they spend on studying. However, the amount of time spent studying by students is far lower than that recommended by faculty (two hours a week for every one hour of class).
- ✓ As expected, those that earned higher grades spent more time studying. 38% of those who received mostly A's spent 11 or more hours studying a week, compared to just 17% of those with a C or C- grade who spent 11 or more hours studying.
- ✓ Two-thirds of the credit students spent three hours or less a week at BCC outside of class. One out of four left BCC immediately after class, spending no time at all on campus.

Student Goals at BCC

- ✓ When asked to list the *most important reason* for attending college at this time, almost three-quarters of the credit students stated that it was to prepare to transfer to a four-year college.
- ✓ Students were asked if they agreed that BCC has a good reputation in the community. Eight out of ten agreed.
- ✓ Students were asked to rate the importance of different factors in their decision to attend BCC. The most important factors given by credit students included the distance from where they lived, the variety of courses that BCC offers, the academic reputation of the college, and the particular program of study.
- ✓ When credit students were asked if they would attend BCC again if given the same opportunity, the majority agreed that they would.

- ✓ When credit students were asked if they would like to become involved with supporting future students at BCC with fundraising efforts, over one-quarter stated that they would like to participate in these efforts.
- ✓ The two major sources of information about BCC for credit students were either a family member/friend or a high school teacher/counselor.
- ✓ Almost half of non-credit students gained information about BCC primarily from a college catalogue/brochure/flier, although one-fifth also thought a Web presence was important for gaining information.

Quality of Effort

- ✓ Interaction with faculty was on a superficial level for the most part; the proportion of *any* level of faculty interaction was much lower for BCC (55%) than for Washington community colleges overall (61%).
- ✓ The faculty-interaction activity *least* engaged in by credit students was making an appointment to meet their instructor (the BCC proportion was 10% lower than for Washington community colleges overall). Further, the proportion of BCC students who discussed their career, educational plans, interests, and ambitions with an instructor was 12% lower than for Washington community colleges overall.
- ✓ The writing activity *least* engaged in by BCC credit students was asking for faculty advice about their writing (the BCC proportion was 4% lower than for Washington community colleges overall).
- ✓ Half of credit students used email to communicate with an instructor or other students about a course (The BCC proportion was 4% higher than for Washington community colleges overall).
- ✓ Over one-quarter of credit student did not get involved in *any* science activities; of those who were involved, about half or fewer participated in any one activity and then only infrequently. The main involvement with science activities was to memorize formulas, definitions, or technical terms.
- ✓ Over one-third of credit students were not involved with participation in *any* art, music, or theater activities.
- ✓ Seven out of ten credit students were not involved with *any* athletic activities at all, neither watching nor participating in them.
- ✓ Only one in six credit students have not had *any* serious discussions with other students who differ by ethnicity, values, age, country, religion, or politics, while over a third had serious discussions with other students who differ in *all* of these categories.
- ✓ Half of the credit students have not been involved in *any* campus clubs or organizations in the current school year.

Services for Students

- ✓ Nearly three-quarters of credit students have talked with a counselor or advisor about courses to take, class requirements, or educational plans; however, according to both surveys, the remainder of credit students have *never* been advised.
- ✓ One-third or more credit students rated the quality of advising that they received as just fair or poor. Nearly one-third disagreed with the statement that academic advising at BCC is of high quality; more White students than students of other ethnicity/races were dissatisfied with the quality of advising.

- ✓ The highest level of satisfaction for advising was held by those students who used both types: the advising center *and* a faculty advisor.
- ✓ Over three-fifths of the credit students did *not* attend an orientation session for new students.
- ✓ Three-quarters of credit students stated that they were unaware of the Student Health Service's health promotion programs.
- ✓ Nearly two-thirds of credit students agreed that computing services and facilities were available at the times they were needed.
- ✓ Forty percent of credit students said they could not have attended BCC without financial aid. Unfortunately, 41% also stated that they did not receive all the help they needed from the financial aid office personnel for submitting a financial aid application.

Satisfactions and Gains

- ✓ Overall, 86% of credit students and 91% of non-credit students said they were satisfied or very satisfied with their experiences at BCC.
- ✓ Nearly seven out of ten students agreed that their academic experiences at BCC have been positive. Asian students, however, were less likely than White students to agree (58% and 72% respectively) and twice as likely to disagree (8% and 4% respectively).
- ✓ African American students were only about half as likely as those of other ethnicity/races to find other students helpful and supportive.
- ✓ The majority of credit students found their counselors helpful and considerate most or all of the time, although the BCC proportion was 5% lower than for Washington community colleges overall.
- ✓ While few students overall disagreed that the level of instruction is of high quality, Asian/Pacific Islander students were twice as likely and African American students were three times as likely to disagree/strongly disagree with this statement than White students.
- ✓ Credit students report that nearly *two-thirds* were unable to register for one or more classes and nearly *one-fourth* were unable to register for three or more classes, because the classes were closed due to capacity constraints.
- ✓ About two-thirds of BCC students stated on both surveys that they felt somewhat or very comfortable on campus and free from racial, sexual, or other harassment of any kind. This proportion is 9% higher than for Washington community colleges overall. Unfortunately, one-third of BCC students did *not* feel free from harassment, and one out of four students stated that they felt *very* uncomfortable. African American students felt the highest level of discomfort, followed by Hispanic and Asian/Pacific Islander students.
- ✓ The majority of students agreed that students in their racial/ethnic group were treated with respect by students in other racial/ethnic groups. African American students were more likely to agree than White students, while Asian/Pacific Islander and Hispanic students were less likely to agree.
- ✓ The majority of students agreed that students in their racial/ethnic group were treated with respect by the administrators and staff at BCC. Hispanic and Native American students were more likely to agree than White students, while Asian/Pacific Islander students were less likely to agree.
- ✓ The majority of students agreed that those in their racial/ethnic group were treated with respect by

BCC instructors. Asian students were less likely to agree than students of other ethnicity/races, and more likely to disagree.

- ✓ The majority of students agreed that students of their gender were treated with respect by BCC instructors and administrators. Female students were less likely to agree than male students, and Asian/Pacific Islander students were less likely to agree than students of other ethnicity/races.
- ✓ The majority of students agreed that concern is shown to students as individuals. African American and Asian/Pacific Islander students were less likely to agree than White students, and African American students were almost twice as likely to disagree.
- ✓ The majority of students felt that they fit in at BCC. African American students, however, were almost three times as likely as White students and more than twice as likely as Asian/Pacific Islander students to disagree.
- ✓ Credit students rated the extent they had gained or made progress in twenty-five areas of experience at BCC. They report the most progress in the following areas: increasing their capacity to understand their abilities and interests, learning about different fields of knowledge, learning by oneself, writing clearly and effectively, putting ideas together, working with others in new settings, and developing clearer career goals. The five areas in which students felt they made the least amount of gains were: the ability to speak another language, understanding art, music and theater, developing an interest in political and economic events, and interpreting information from charts and graphs. BCC students reported a higher proportion of gains than Washington community colleges overall in speaking another language and learning more about other parts of the world and other people.
- ✓ Between one-quarter and one-third of credit students said there were definitely meeting their educational objectives at BCC, while an additional third said they were at least partially meeting them.
- ✓ Students stated that many experiences at BCC contributed to their growth. For credit students, the greatest gains include increased academic competence, enriched intellectual life, skills development, identification for a current or future job, and more self-confidence. For non-credit students, the greatest gains include skills development, identification for a current or future job, gained knowledge of computer use for work tasks, enriched intellectual life, and increased academic competence.
- ✓ More than eight out of ten students, both credit and non-credit, agreed or strongly agreed that they would recommend BCC to their friends and relatives.

Chapter 1: Introduction

In Fall 1999, two surveys were administered to a sampling of the 20,768 students at BCC. We asked for faculty volunteers across divisions and across times of the day to administer the tests. Surveyed courses were at 10:30 AM and 5:30 PM, and courses from each division were included. We tried to balance courses where enrollments were workforce vs. transfer and did not allow any basic skills classes. We also made sure to include 100 and 200-level classes.

A total of 399 credit and 195 non-credit students took part in the first survey, "Faces of the Future" (FOF). This comprehensive questionnaire gathered information about the general, employment, and educational background of students, as well as their current college experience, and satisfaction with their learning. The FOF was sponsored and funded by the American Association of Community Colleges and ACT, Inc.

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This report includes the findings from both student surveys. *Chapter Two* contains basic demographic characteristics about the students, such as their age, sex, race, native language, who they reside with, major life events they have recently experienced, and their prioritization of importance to accomplish different activities and goals. *Chapter Three* looks at financial and job-related information, such as who are the major household wage-earners, what jobs do the students have or want to have, the length of their employment, the times and hours worked, the effects that work and family are having on completing schoolwork, and how students are funding college (including employer-assistance and work study). *Chapter Four* provides information about schooling and education of students... including student and family educational history, information about courses, credits, grades and class times, how students spend their time during the week (both in and out of classes), and details about other educational programs, schools, and skill-building programs in which students are involved. *Chapter Five* reviews the reasons that students chose their classes, their programs, college in general, and BCC in particular. It also details how students found out about BCC and whether they would choose to attend this college again. *Chapter Six* provides information on how often students participate in many different scholastic areas and their quality of effort in these activities. *Chapter Seven* looks at students' use of and opinions of different student services, such as orientation, advising, wellness programs, fundraising efforts, and computer/Web services. *Chapter Eight* details some problems that students have encountered at BCC, how satisfied they are with various experiences that they have had at the college (including instruction, environment, safety, and ability to obtain needed classes), and the gains that students feel they received from BCC.

Together, these chapters paint a portrait of students at Bellevue Community College: their lives both inside and outside of school, their perceptions, their desires, and their achievements.

Chapter 2: Demographic Characteristics

Age and Gender

Although the age-group categories differ between the CCSEQ and FOF surveys (Figures 2.1 and 2.2), both surveys show similar patterns. The majority of credit students at BCC are under the age of 22 years old, and are also more likely to be female than male. Comparing BCC to credit students at the Washington community colleges overall, there is a 13% greater distribution of credit students at BCC who are under the age of 22 and a 4% greater distribution of females.

Fig. 2.1 Credit Students (CCSEQ)

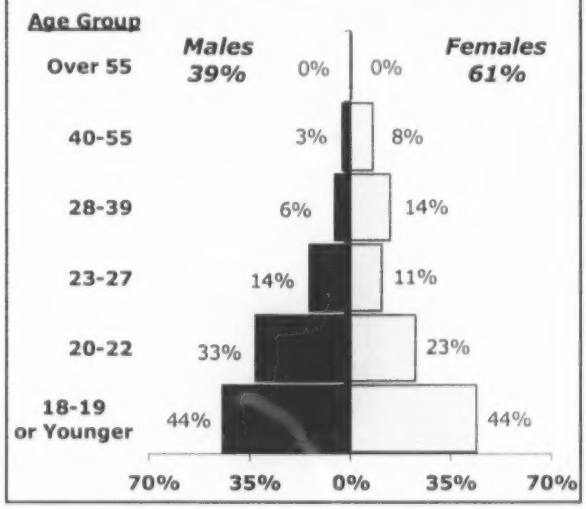
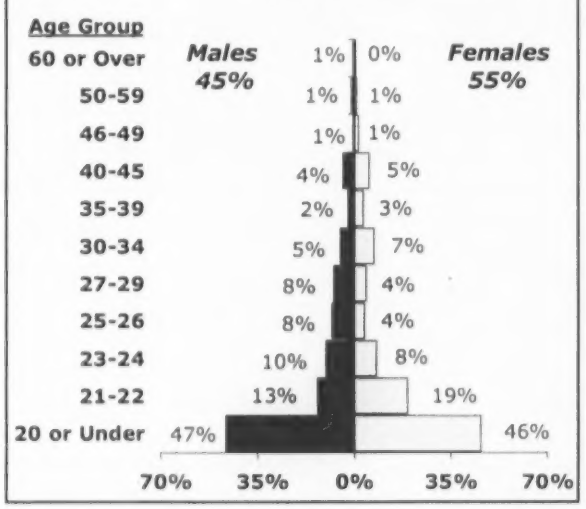
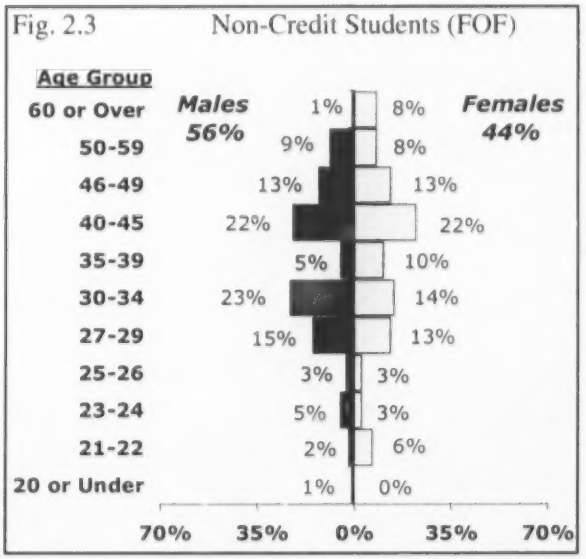


Fig. 2.2 Credit Students (FOF)



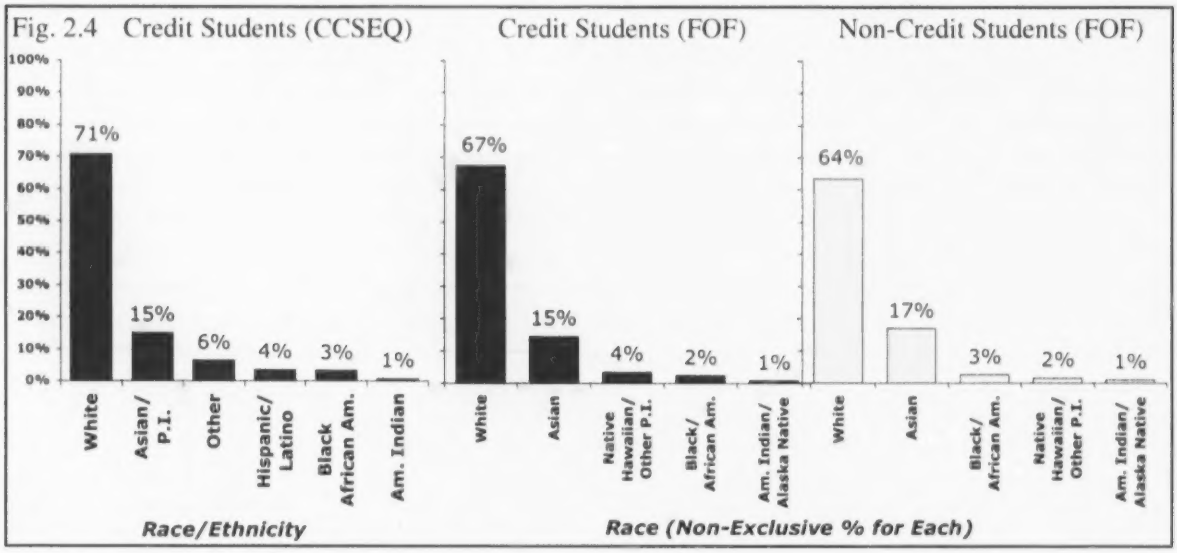
Non-credit students are more likely to be older, and more likely to be male than female -- especially in the 30-34 age group (Figure 2.3). Very few non-credit students at BCC are age 22 or younger.

Fig. 2.3 Non-Credit Students (FOF)

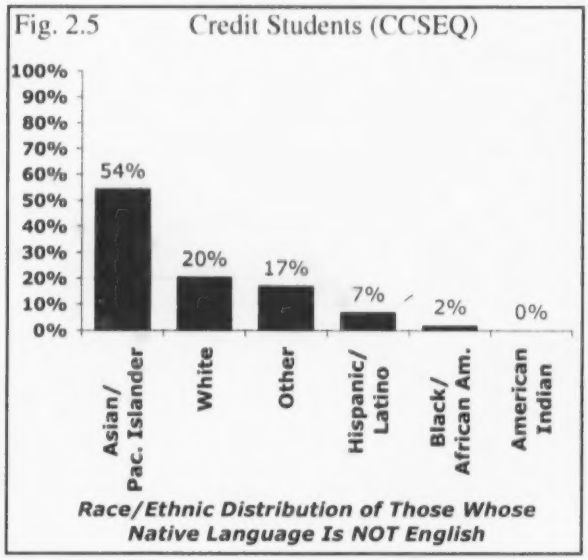


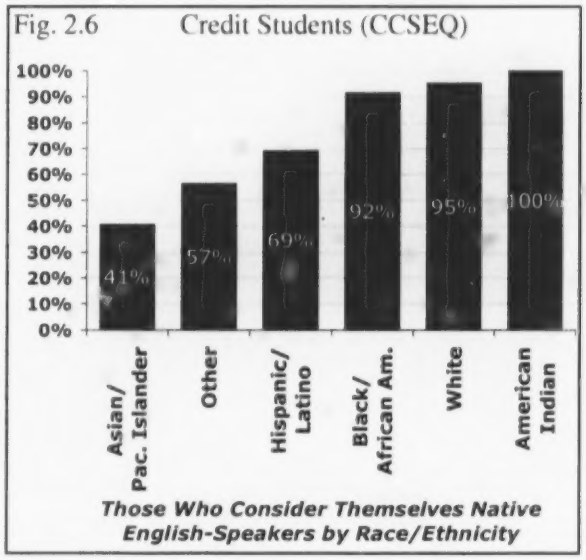
Race/Ethnicity and Native Language

According to Fall 1999 records for all students at BCC, the racial/ethnic background of students were 79% White, 15% Asian/Pacific Island, 3% African American, 3% Hispanic, and 1% Native American. The data from both surveys show similar patterns (Figure 2.4). The racial/ethnic distribution of students at BCC has 4% more Asian/Pacific Island students and 4% fewer White students than found for Washington community colleges overall.



One in five non-credit students (20%) and one in six credit students (17%) do not consider English to be their first language. Those whose native language was something other than English were compared by race/ethnicity, revealing that over half of the students were Asian/Pacific Island and one-fifth were White (Figure 2.5). Overall however, 95% of White students consider English as their native language, while just 41% of Asian/Pacific Island students are native English speakers (Figure 2.6).

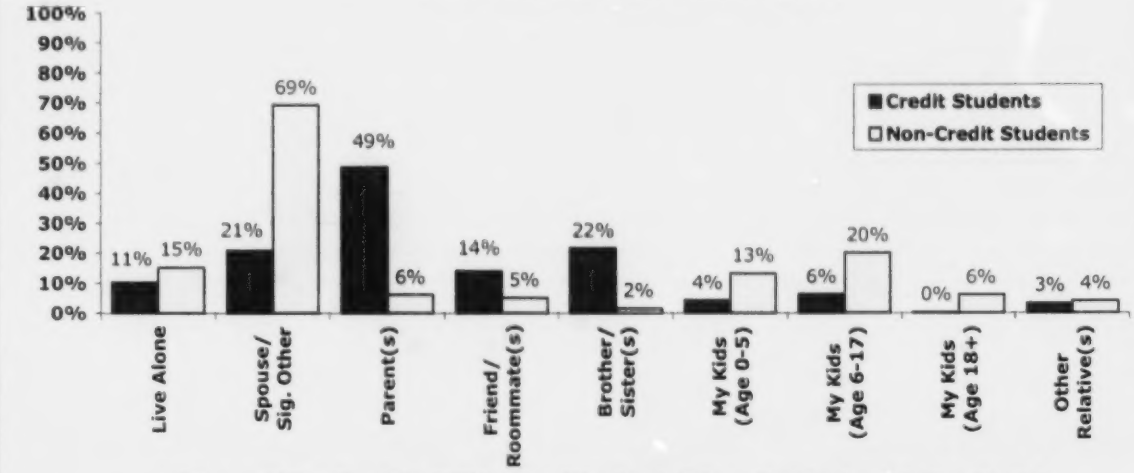




Household Composition

Half the credit students live with their parents, one out of five live with one or more siblings, and the same amount live with a spouse/significant other (Figure 2.7). Non-credit students differ in household composition: seven out of ten live with a spouse/significant other, and over a third have one or more children living at home. Only 11% of credit and 15% of non-credit studentx live alone.

Fig. 2.7 Credit and Non-Credit Students (FOF)

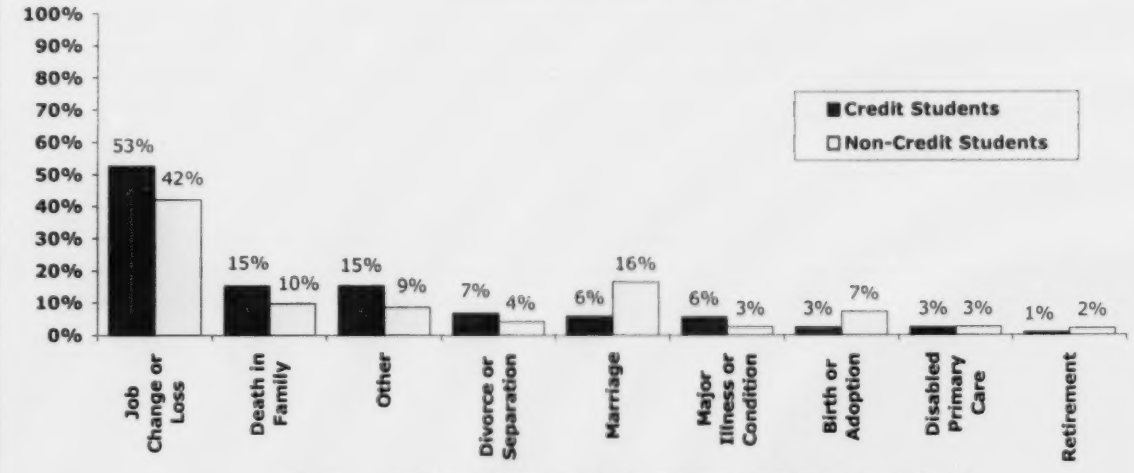


Those Who Reside With The Student (Non-Exclusive % for Each)

Life Events Experienced

Half of all students (48% credit, 49% non-credit) have experienced a major stressful life event in the past two years, while a large proportion (26% credit, 21% non-credit) experienced two or more events. Only a quarter of credit students (26%) and a third of non-credit students (31%) experienced none of these events. The event most experienced by both credit and non-credit students was a job change or loss (Figure 2.8). Other major stressful events included a death in the family, marriage, or divorce.

Fig. 2.8 Credit and Non-Credit Students (FOF)

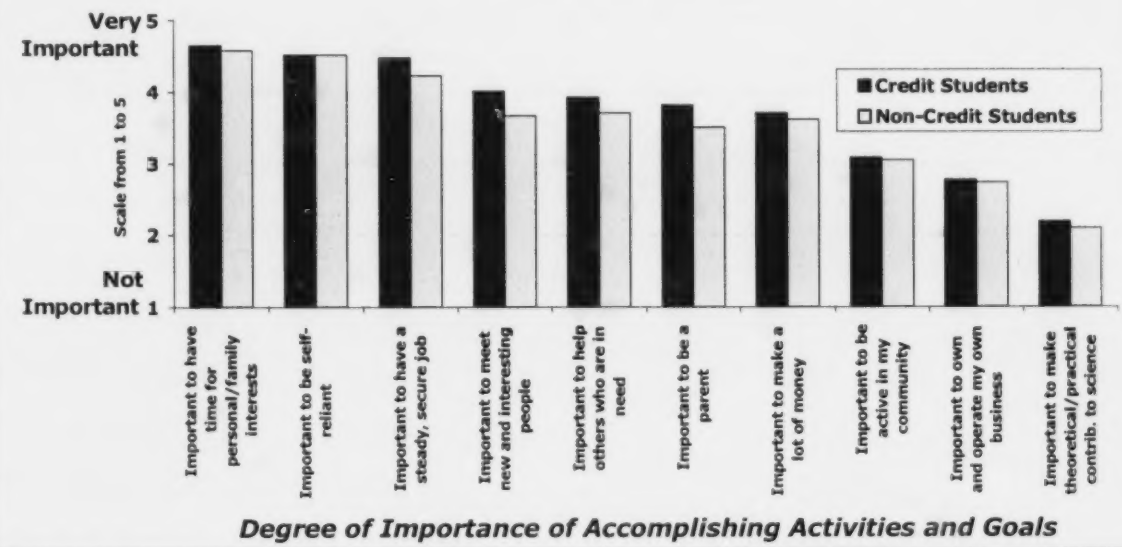


Life Events Experienced (Non-Exclusive % for Each)

Importance of Accomplishing Activities and Goals

Students were asked to rate the importance of accomplishing certain activities and goals. Both credit and non-credit students thought that it was of primary importance to have time for their personal and family interests (Figure 2.9). They also rated highly the importance of being self-reliant and having a steady, secure job. Helping others who are in need and meeting new and interesting people was also rated highly by both groups.

Fig. 2.9 Credit and Non-Credit Students (FOF)


Very Important 5
4
3
2
Not Important 1
Scale from 1 to 5
Credit Students
Non-Credit Students
Important to have time for personal/family interests
Important to be self-reliant
Important to have a steady, secure job
Important to meet new and interesting people
Important to help others who are in need
Important to be a parent
Important to make a lot of money
Important to be active in my community
Important to own and operate my own business
Important to make theoretical/practical contrib. to science
Degree of Importance of Accomplishing Activities and Goals

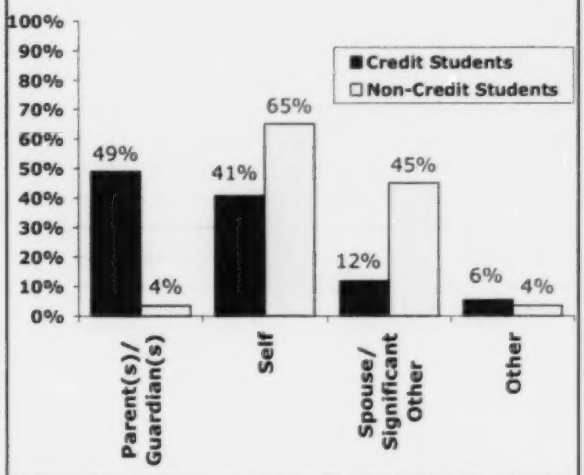
Chapter 3: Finances and Work

Student and Household Income

Having a sufficient income to cover school and household expenses while the student is in college is often a major concern. The major wage earners in credit student households are most likely to be parents or guardians (Figure 3.1). Even so, over three-quarters of credit students are employed while they are in school, while almost half of them working over 20 hours a week (see Figure 3.9 on page 10 for more information).

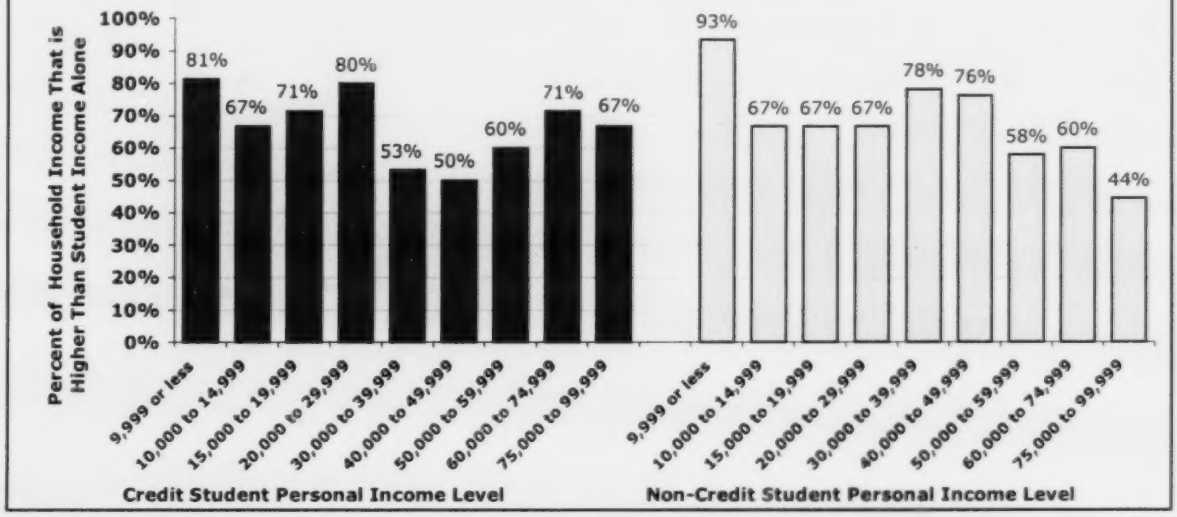
The major wage earners in non-credit student households are most likely to be either the students themselves or their spouse/significant others (Figure 3.1).

Fig. 3.1 Credit and Non-Credit Students (FOF)



Half of the credit students earn less than $15,000 a year; however, a great majority of these students have other wage earners in the household to help provide financial support. Four out of five credit students (81%) whose personal earnings are at the lowest income level have a *household* income higher than their own *personal* income (Figure 3.2). In fact, one-quarter of credit students at the lowest *personal* income level of $9,999 or less a year are in the highest *household* income level of $100,000 or more a year. For each level of personal income for credit students, there is a 50% or greater percentage of household income that is in a higher level than the student's personal income. Non-credit students have a similar patttern between personal and household income.

Fig. 3.2 Credit and Non-Credit Students (FOF)



Employment

Employed credit students primarily work in business, personal & customer services, and hospitality (Figure 3.3). Through their education program at BCC, these students are preparing for a new job or career primarily in computer & information services and the health professions (Figure 3.4).

Employed non-credit students primarily work in the computer & information sciences, engineering & related technologies, and education sectors (Figure 3.3). They strongly want to continue in the field of computer & information services, but also want to branch out into arts (applied & applied visual) and communications & communications technology (Figure 3.4).

Fig. 3.3 Credit and Non-Credit Students (FOF)

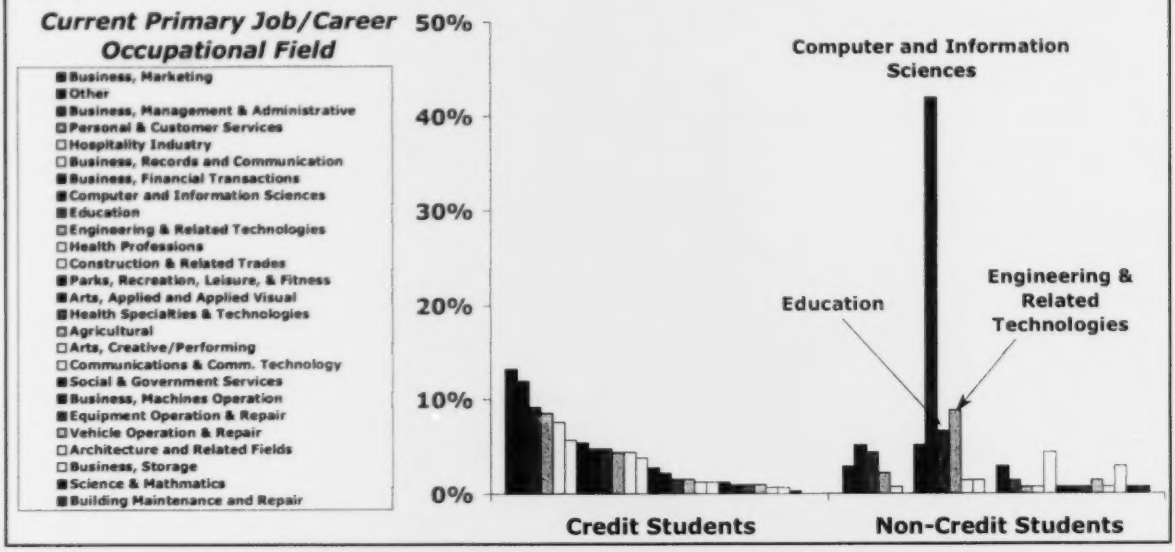
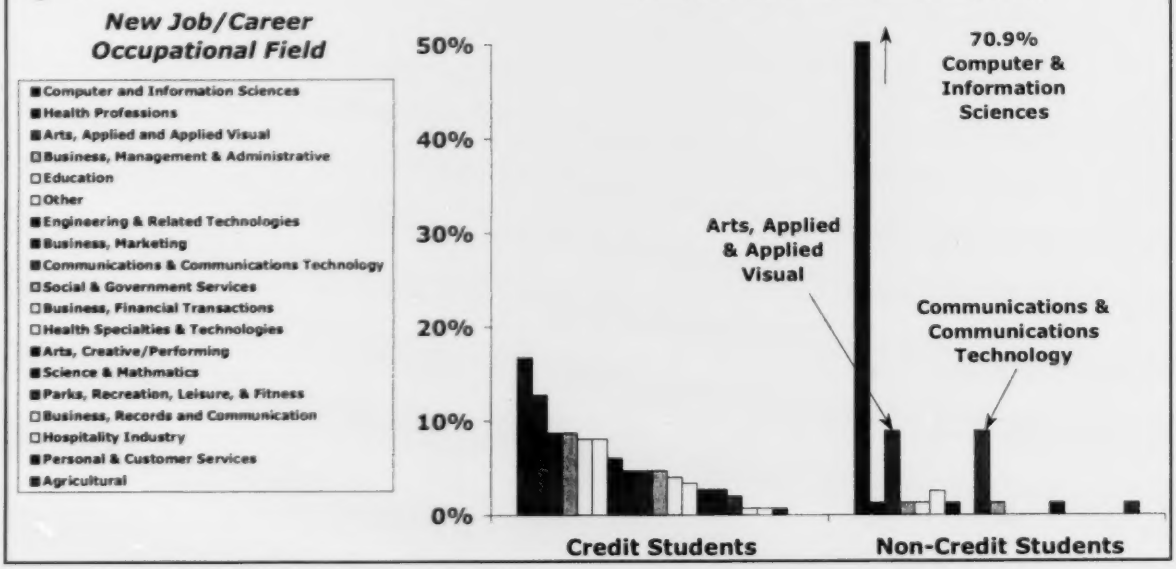


Fig. 3.4 Credit and Non-Credit Students (FOF)



Three out of five credit students viewed themselves primarily as students (Figure 3.5), even though four out of five credit students are employed either part or full time (Figure 3.6). Conversely, 90% of non-credit students saw themselves primarily as workers although just 68% non-credit students are currently employed either part or full time. There is a 6% higher proportion of credit students at BCC who work than there is for Washington community colleges overall.

Fig. 3.5 Credit and Non-Credit Students (FOF)

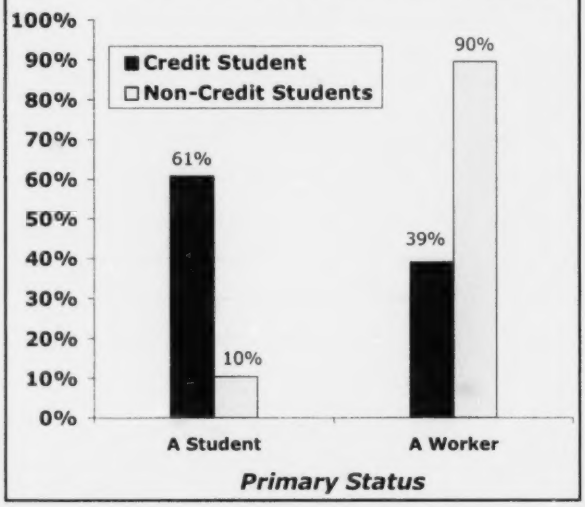
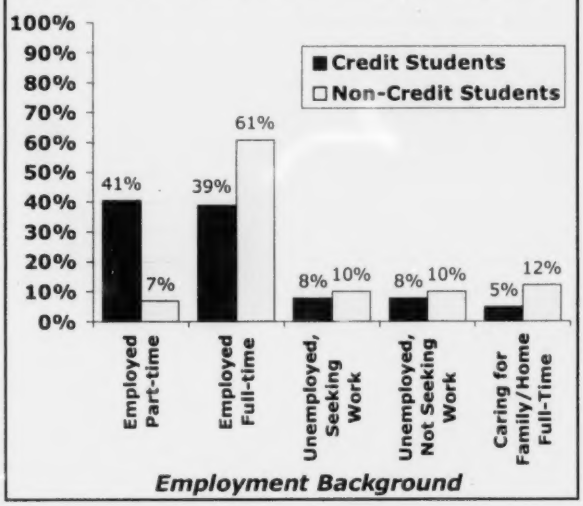


Fig. 3.6 Credit and Non-Credit Students (FOF)



Just over a third of employed credit students worked full-time and one-third worked part-time (Figure 3.7). Almost one out of ten stated that they had *two or more* part-time jobs, more than the non-credit students. While three-quarters of non-credit students worked at only one job, they were more likely to work full-time than part-time.

Three-quarters of employed credit students have been in their current job situation two years or less; only 10% have been employed at their current job more than five years (Figure 3.8). For employed non-credit students, nearly a third had been at their current job over five years.

Fig. 3.7 Credit and Non-Credit Students (FOF)

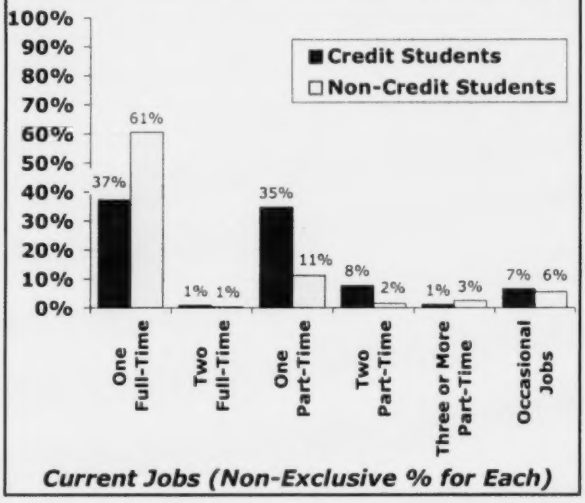
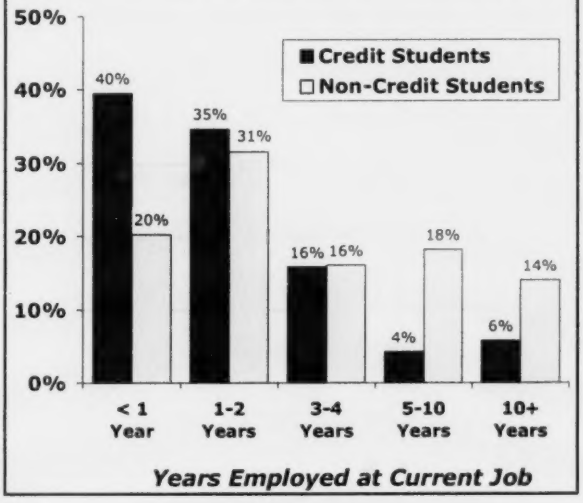


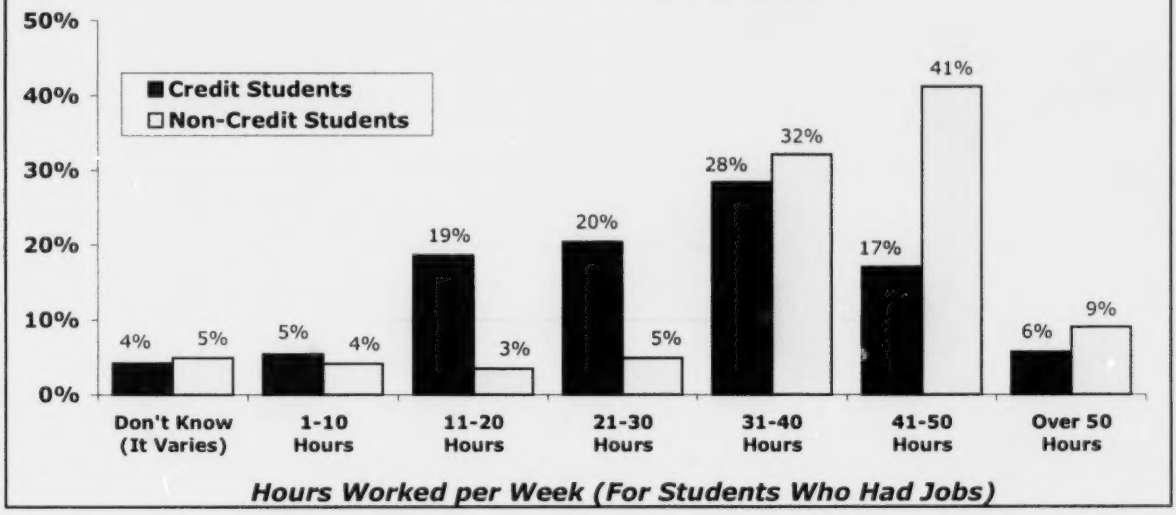
Fig. 3.8 Credit and Non-Credit Students (FOF)



Work and School Schedules

Whether they are credit or non-credit, working students often spend a great deal of time at their jobs. Half of employed credit students work 21 to 40 hours, and almost a quarter of them work over 40 hours every week (Figure 3.9). Employed non-credit students put in even more hours: a third of them work 31-40 hours a week, while half work *more* than 40 hours.

Fig. 3.9 Credit and Non-Credit Students (FOF)



Students' work schedules affect the times they can participate in school. For credit students who are employed, more than half work weekdays and over one-quarter work in the evenings (Figure 3.10). For employed non-credit students, almost four out of five work weekdays.

Three-quarters of the credit students were taking 12 or more credit hours at the time of the survey (Figure 3.11). Unfortunately, this question was not on the same survey as that which asked about work hours, so information about the combined amount of work and class time is not available for analysis.

Fig. 3.10 Credit and Non-Credit Students (FOF)

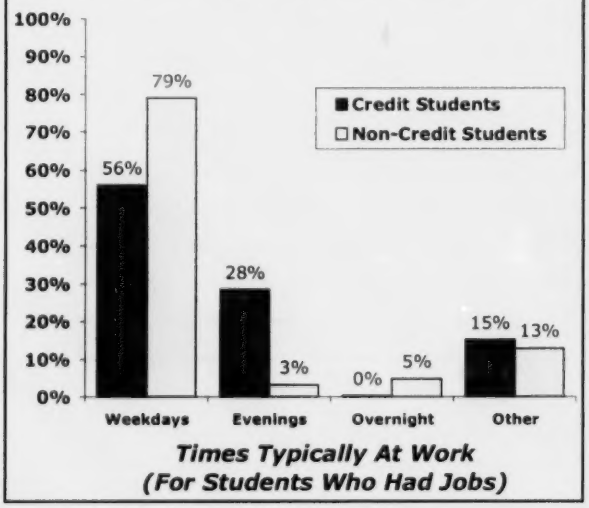
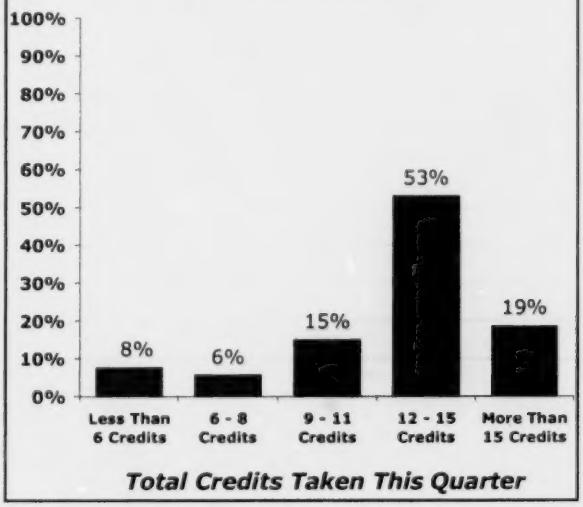


Fig. 3.11 Credit Students (CCSEQ)



Effect of Employment and Family on School

Having a job can affect a student's ability to devote time to school. Over three-quarters of employed credit students found that their jobs interfered with their schoolwork, taking some or a lot of time (see Figure 3.12). The more hours that students spent working, the greater the effort that was needed to complete their schoolwork (Figure 3.13).

Fig. 3.12 Credit Students (CCSEQ)

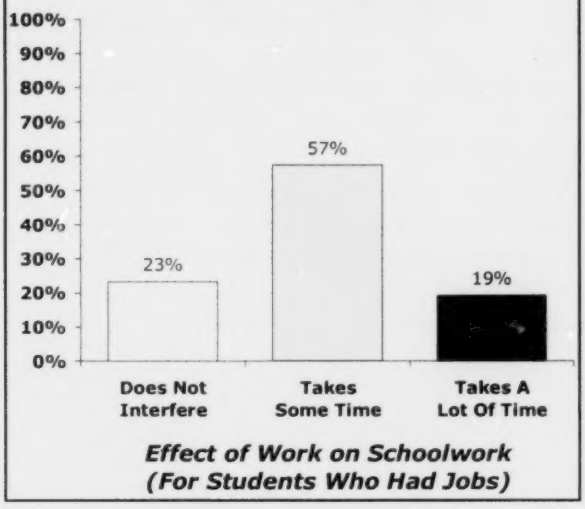
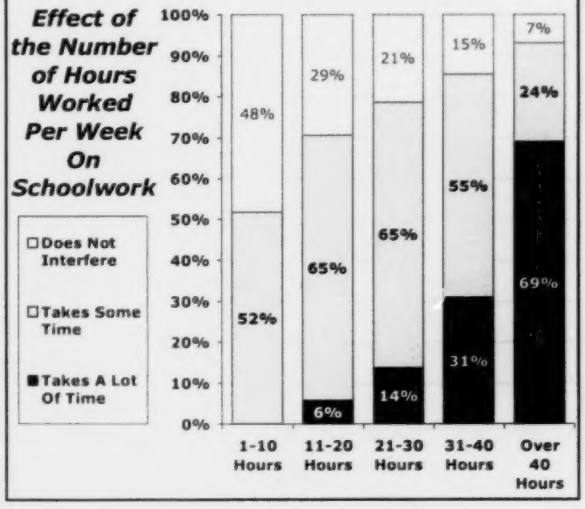
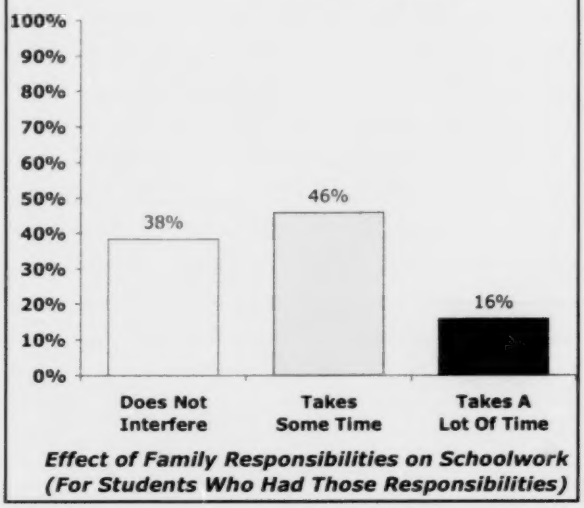


Fig. 3.13 Credit Students (CCSEQ)



Three out of five credit students stated that they had family responsiblities at home, which can also affect a student's ability to devote time to school. The effect of a student's family responsibilities on the amount of time spent on schoolwork was measured, showing that over three-fifths of those with family responsiblities took some or a lot of time for schoolwork (Figure 3.14).

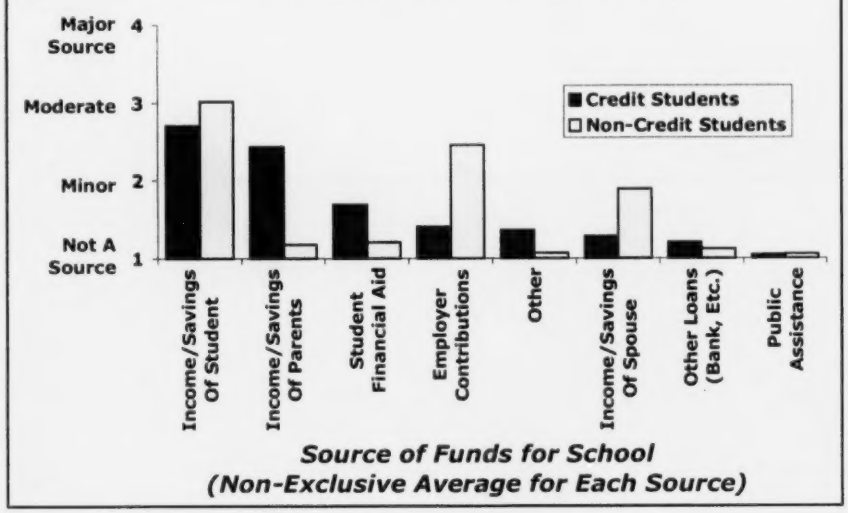
Fig. 3.14 Credit Students (CCSEQ)



Funding for School

To fund their education, credit students were more likely to use their own income/savings or that of their parents. Non-credit students were much more likely to cite their employer, after their own income/savings, as a source of funding for school (Figure 3.15).

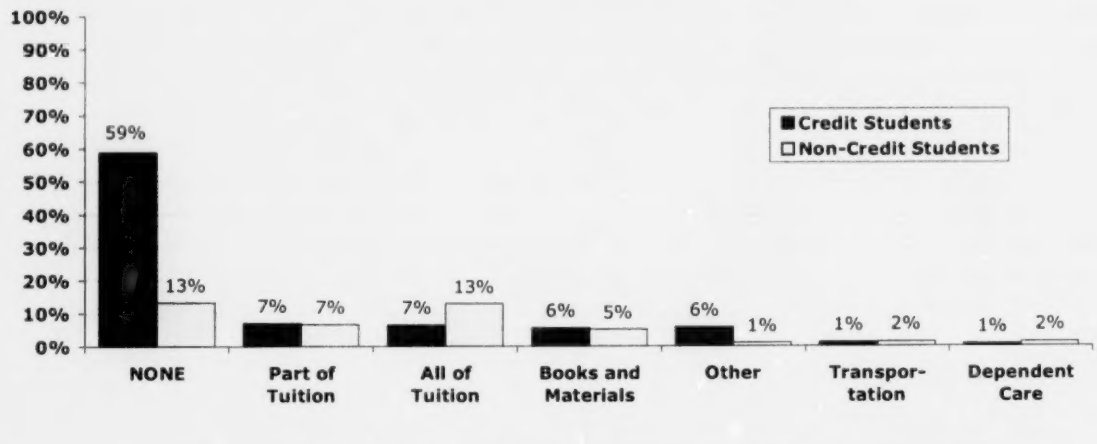
Fig. 3.15 Credit and Non-Credit Students (FOF)



Just over one percent of credit students stated they were in a work-study program to help assist with funding for school (this proportion was 8% less than that for Washington community colleges overall). All of these students were carrying a 12-15 credit load at the time. Three out of five (60%) were working towards an AA degree, and four out of five (80%) were planning on transferring to a four-year college or university.

Even though eight out of ten credit students were employed while in school, 59% of credit students said they received *no support whatsoever* from their employers for any education or training expenses. For those employers who did assist credit students, their support primarily consisted of assistance with tuition payments and purchasing of books and materials (Figure 3.16). Nearly seven out of ten non-credit students worked, but only 13% of non-credit students had not received any employer support. Employers of non-credit students were much more likely to pay for *all* the cost of tuition.

Fig. 3.16 Credit and Non-Credit Students (FOF)



Chapter 4: Educational Attainment & School Performance

Educational Attainment

Only a quarter of BCC credit students are first-generation college students, whose parents had never attended college. Almost all credit students have parents that had obtained at least a high school degree or GED, and over half had parents who had received a college degree (Figure 4.1). The picture differs for non-credit students, however. These students are twice as likely to have parents without a high school degree or GED (Figure 4.2). Just over a third of their mothers and less than half of their fathers have obtained a college degree or certificate.

Fig. 4.1 Credit Students (CCSEQ and FOF)

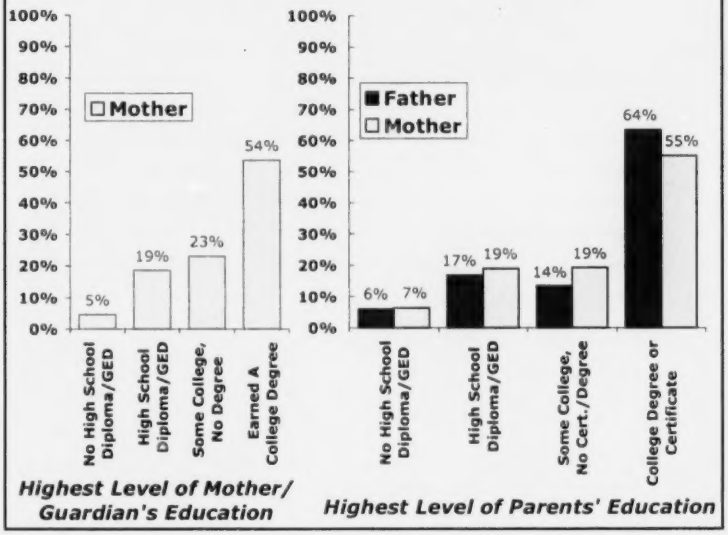
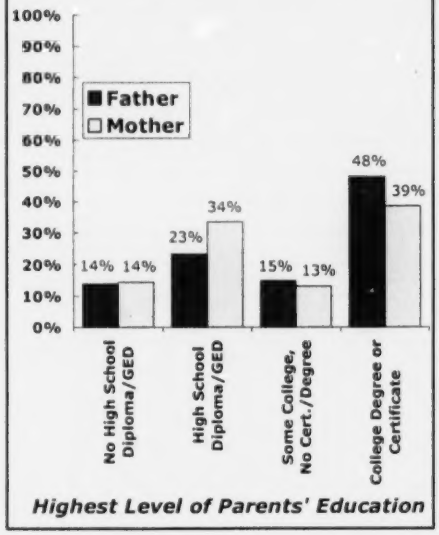


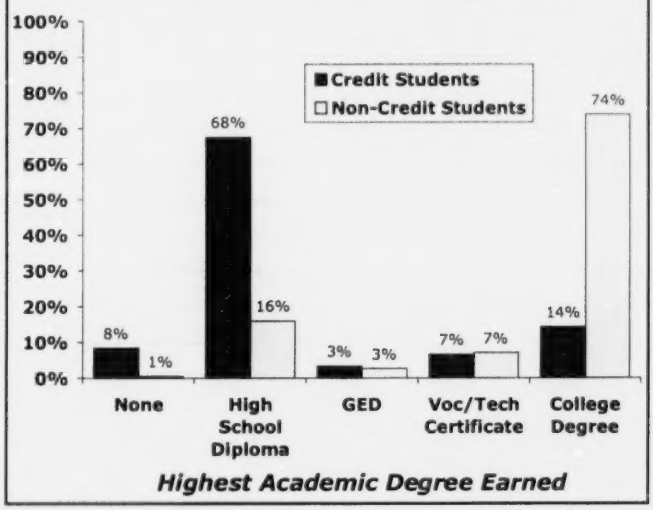
Fig. 4.2 Non-Credit Students (FOF)



Almost seven out of ten credit students list a high school diploma or GED as their highest degree attained, while 14% of credit students already had a college degree while enrolled at BCC (Figure 4.3).

Nearly three quarters of non-credit students had a college degree while enrolled at BCC.

Fig. 4.3 Credit and Non-Credit Students (FOF)



Terms and Credit Hours Completed

Almost a quarter of the credit students had completed five or more quarters at BCC at the time of the survey, while a third were in their first quarter (Figure 4.4). Over half of the non-credit students were completing their first quarter at BCC. Although the scales differ between the two surveys, about one-quarter of the credit students responded that to date they had completed more than 45 to 50 credit hours at BCC (Figure 4.5). This proportion is 9% less than for Washington community colleges overall, and a higher proportion of students at BCC have completed just 1-15 credits.

Fig. 4.4 Credit and Non-Credit Students (FOF)

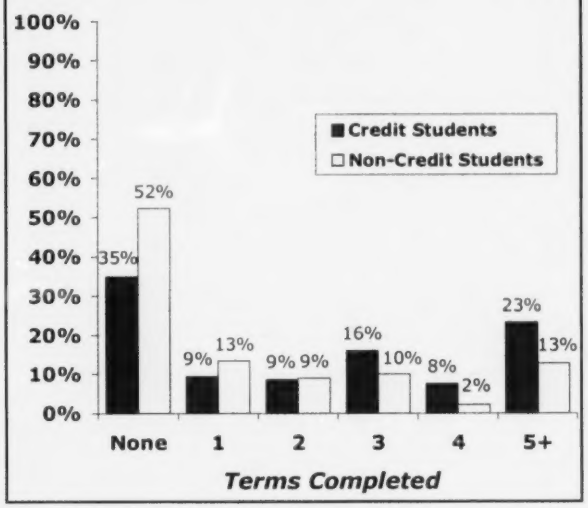
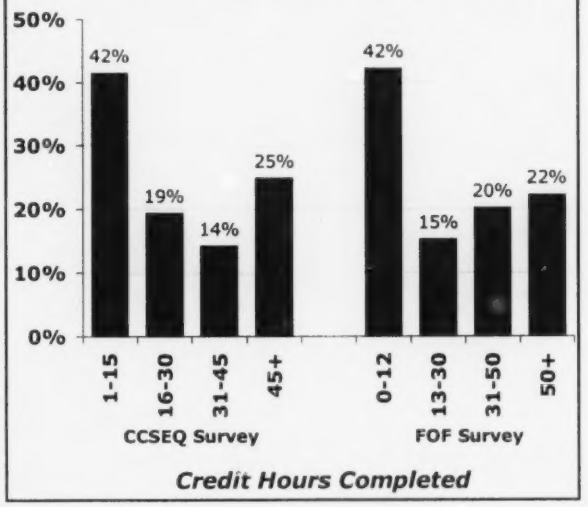


Fig. 4.5 Credit Students (CCSEQ and FOF)

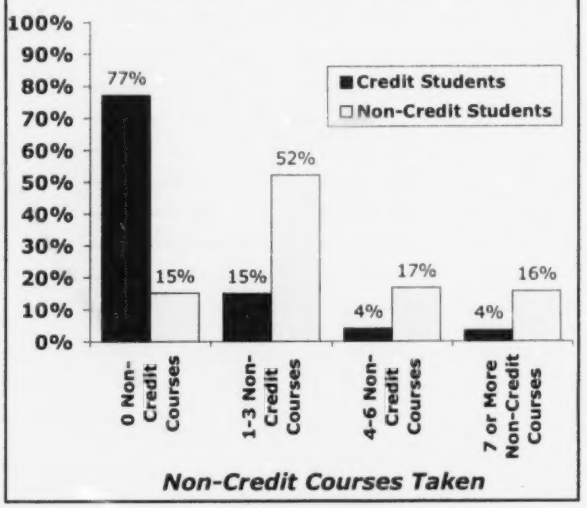


Non-Credit Courses Completed

Almost one-quarter of the credit students (23%) have completed one or more non-credit courses at BCC (Figure 4.6).

Eighty-five percent of non-credit students are repeat customers; half have already completed 1-3 non-credit courses, while almost a third have completed four or more non-credit courses.

Fig. 4.6 Credit and Non-Credit Students (FOF)



English and Math Assessment Testing

Nine out of ten credit students are aware of the assessment test requirements for placement into English and Math classes (Figure 4.7). While two-thirds of credit students had taken at least one of the tests, one-third had not (Figure 4.8). Overall it was found that the more credits that the students took, the greater the awareness of placement testing.

Fig. 4.7 Credit Students (CCSEQ)

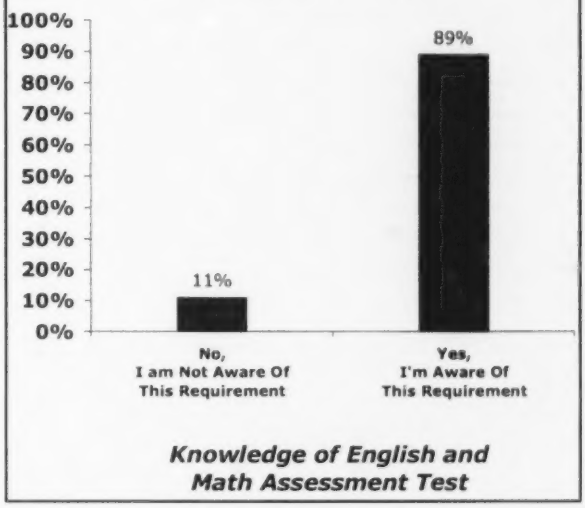
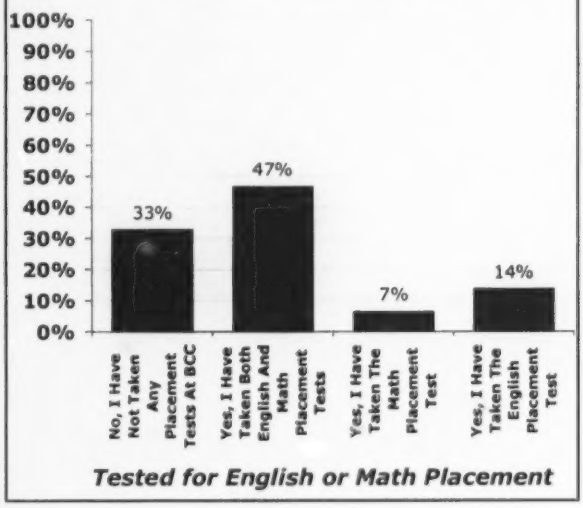


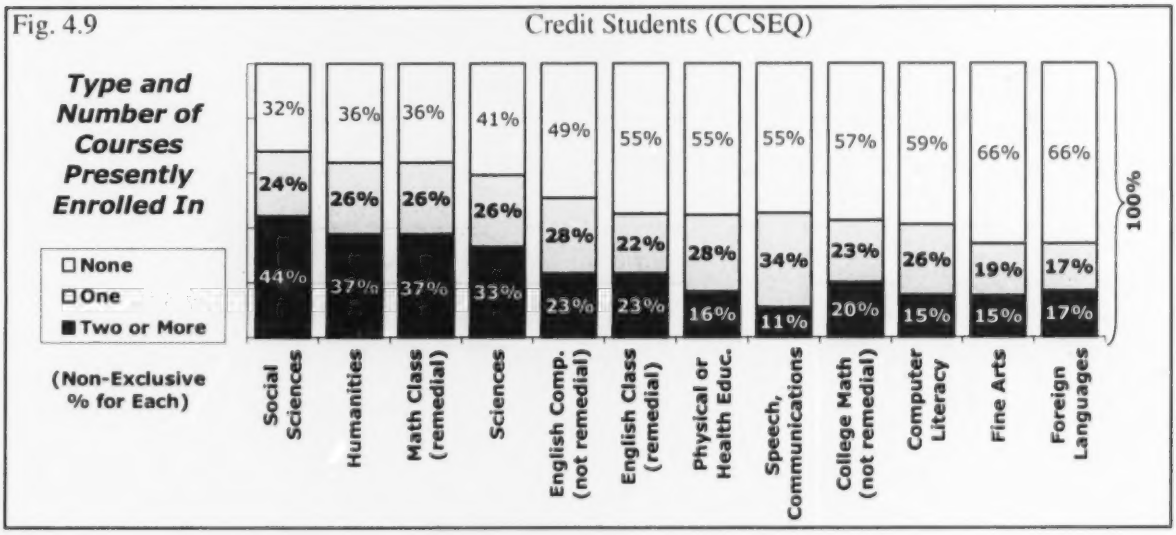
Fig. 4.8 Credit Students (CCSEQ)



Type and Number of Courses

During Fall quarter of 1999, over half of the credit students were enrolled in one or more social sciences, humanities, remedial math, sciences, or English classes (Figure 4.9). Just one-third were enrolled in foreign languages or fine arts classes.

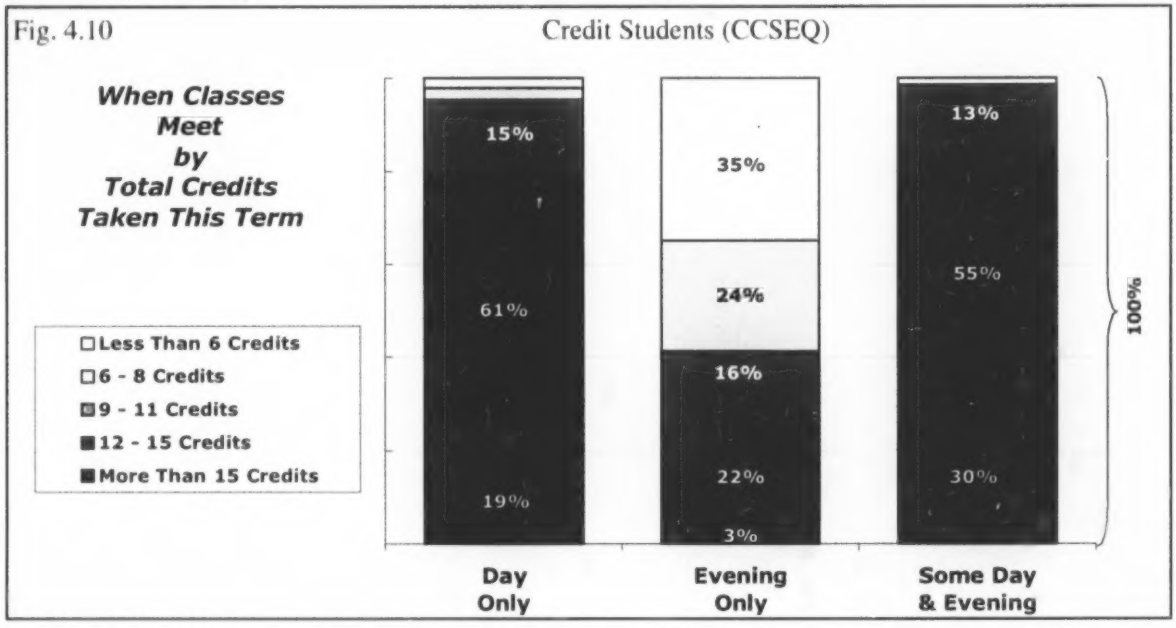
Fig. 4.9 Credit Students (CCSEQ)


Type and Number of Courses Presently Enrolled In
None
One
Two or More
(Non-Exclusive % for Each)
Social Sciences 32% 24% 44%
Humanities 36% 26% 37%
Math Class (remedial) 36% 26% 37%
Sciences 41% 26% 33%
English Comp. (not remedial) 49% 28% 23%
English Class (remedial) 55% 22% 23%
Physical or Health Educ. 55% 28% 16%
Speech, Communications 55% 34% 11%
College Math (not remedial) 57% 23% 20%
Computer Literacy 59% 26% 15%
Fine Arts 66% 19% 15%
Foreign Languages 66% 17% 17%
100%

When Classes Meet and Number of Credits Taken

Student credit load differs according to the time of day classes are taken. Eighty percent of daytime-only students take 12 or more credits, while three-quarters of the evening-only students take less than 12 credits (Figure 4.10). Students that attend classes both day and evening are the most likely to carry a heavy credit load. Nearly one-third of these students were enrolled for more than 15 credits. There was a 6% higher proportion of credit students taking evening classes at BCC than for Washington community colleges overall.

Fig. 4.10 Credit Students (CCSEQ)



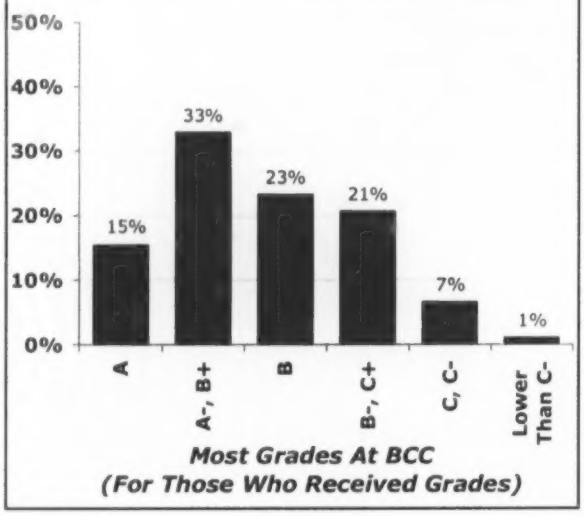
Overall Grades at BCC

Credit students were asked, "up to now, what have most of your grades been at this college?"

A quarter of credit students hadn't received any grades yet as it was their first term (this proportion was 6% higher than that for Washington community colleges overall). Of those who *had* received grades, nearly three-quarters said that they had received a B or higher, while almost half had received an A or A-/B+ (Figure 4.11).

Only 1% said they had received a grade lower than a C-, the same proportion found for Washington community colleges overall.

Fig. 4.11 Credit Students (CCSEQ)



Places and Time for Studying

While nine percent of BCC credit students said they could not find an adequate place on campus to meet with other students and study (Figure 4.12), there was an 11% higher proportion of BCC students who could find *ample* places to study than for Washington community colleges overall.

Although faculty recommend that students study two hours a week for every one hour of class, a third of the students spent only 1-5 hours studying every week (Figure 4.13).

Fig. 4.12 Credit Students (CCSEQ)

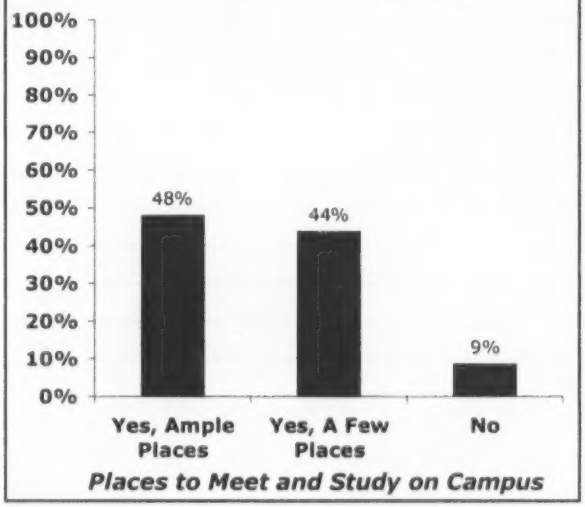
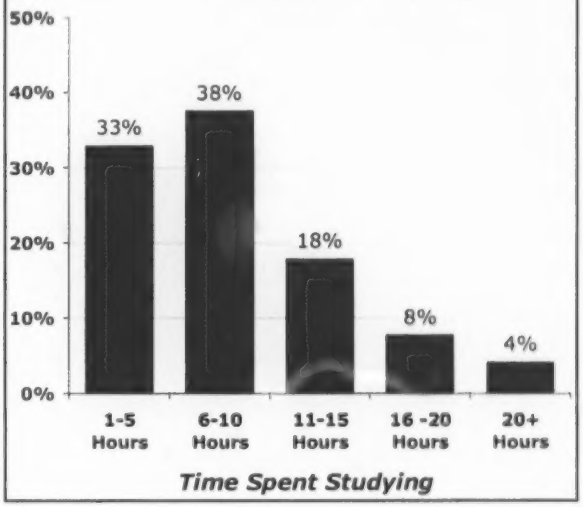
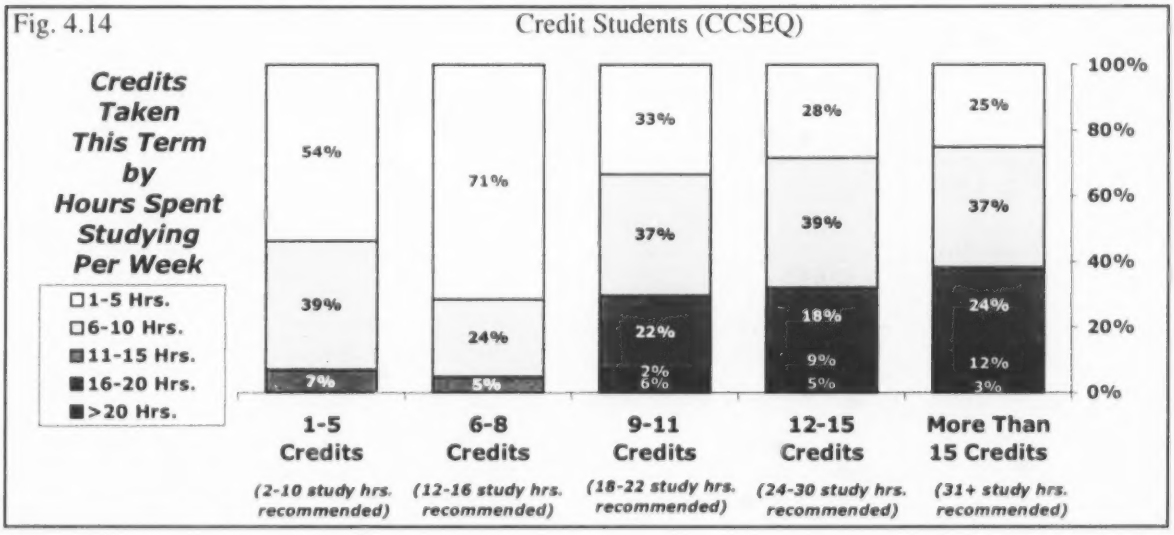


Fig. 4.13 Credit Students (CCSEQ)



The more credits that students take, the more time they spend studying (Figure 4.14); however, the amount of time spent studying by students is far lower than that recommended by faculty. Those taking 6-8 credits should be studying 12-16 hours a week; just 5% are doing so. Those taking 9-11 credits should be studying 18-22 hours a week; just 8% are doing so. Likewise, very few (only 3-5%) of those taking 12 or more credits are following the recommended study times. This is a state-wide phenomenon.

Fig. 4.14 Credit Students (CCSEQ)



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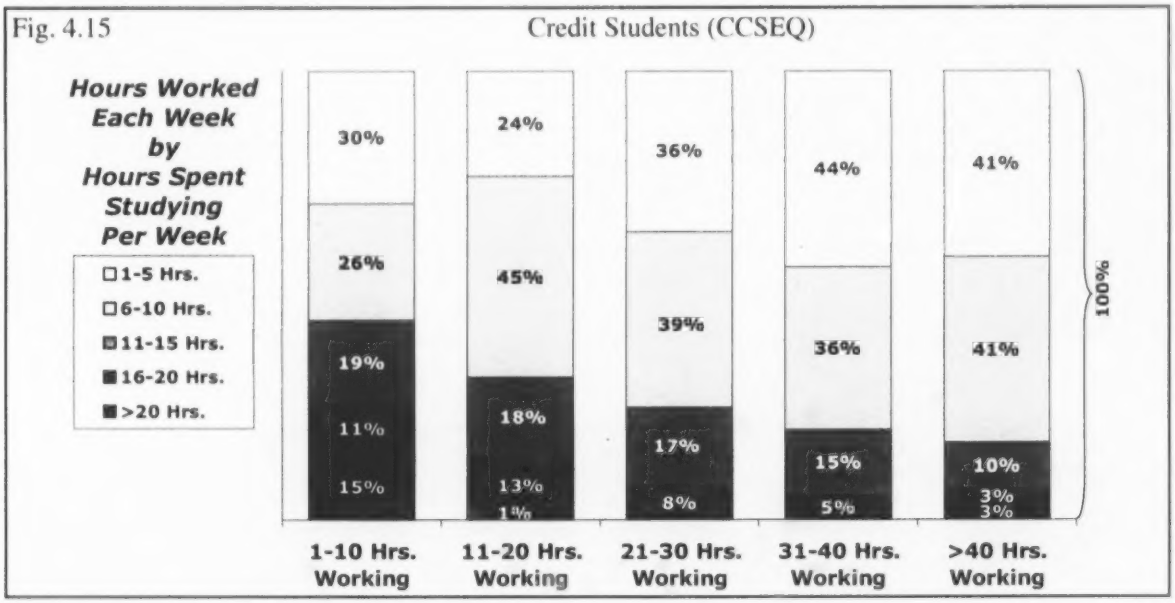
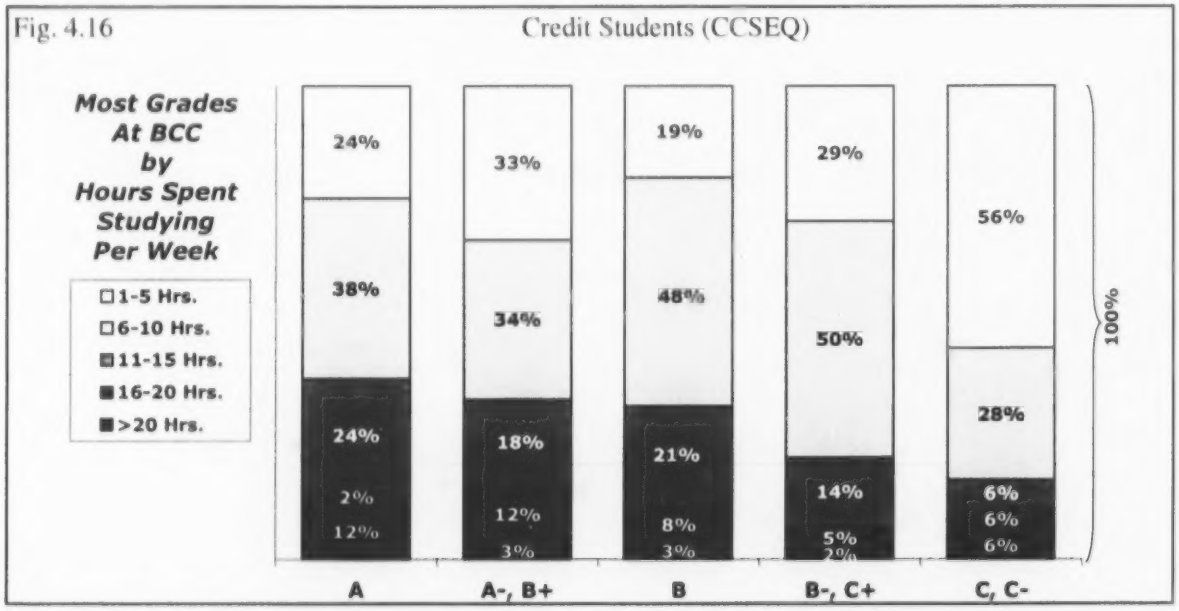
The more hours that credit students spend working, the fewer hours they spend studying (Figure 4.15). An exception to this are those who worked over 40 hours a week; a greater percentage of these students studied 20+ hours a week than did those working 11-40 hours a week. Nationally, research shows that many students with work and/or family obligations are able to structure their time to allow for heavy courseloads and academic success.

Fig. 4.15 Credit Students (CCSEQ)



As expected, those that earned higher grades spent more time studying (Figure 4.16). Thirty-eight percent of those who received mostly A's spent 11 or more hours studying a week, compared to just 17% of those with a C or C- grade.

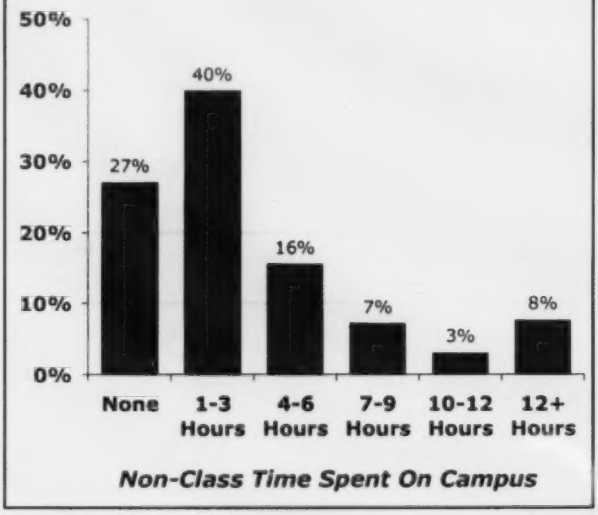
Fig. 4.16 Credit Students (CCSEQ)



Non-Class Time Spent on Campus

Two-thirds of the credit students spent three hours or less per week at BCC outside of class (Figure 4.17). One out of four left BCC immediately after class, spending no time at all on campus. Only one out of ten credit students spent ten or more non-class hours a week on campus (this proportion is 4% less than for Washington community colleges overall).

Fig. 4.17 Credit Students (CCSEQ)

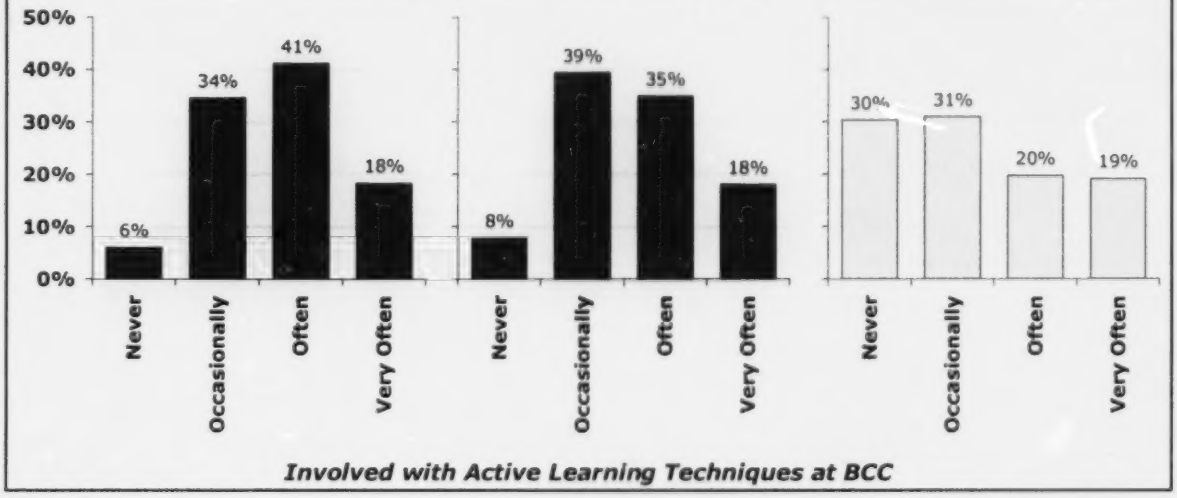


Active Learning Techniques

Students were asked about the extent of their involvement with active-learning techniques in their classes at BCC, including small group discussions, group projects, problem-solving teams, and other forms of collaborative learning. The vast majority (92-94%) have been involved at least occasionally (Figure 4.18). Over half said they are often or very often involved in active learning techniques. A 7% higher proportion of students students at BCC were often or very often involved in active learning techniques than for Washington community colleges overall.

For non-credit students, just 39% stated that they had often or very often been involved in active learning.

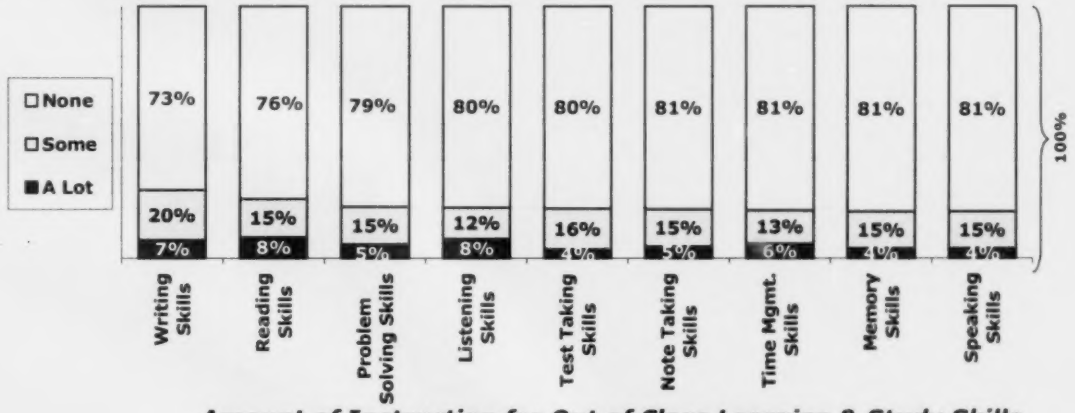
Fig. 4.18 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)



Out of Class Instruction

A quarter of the credit students received assistance outside of class instruction in developing their reading skills and writing skills, and one-fifth received out-of-class instruction for development of other learning and study skill areas (Figure 4.19).

Fig. 4.19 Credit Students (CCSEQ)



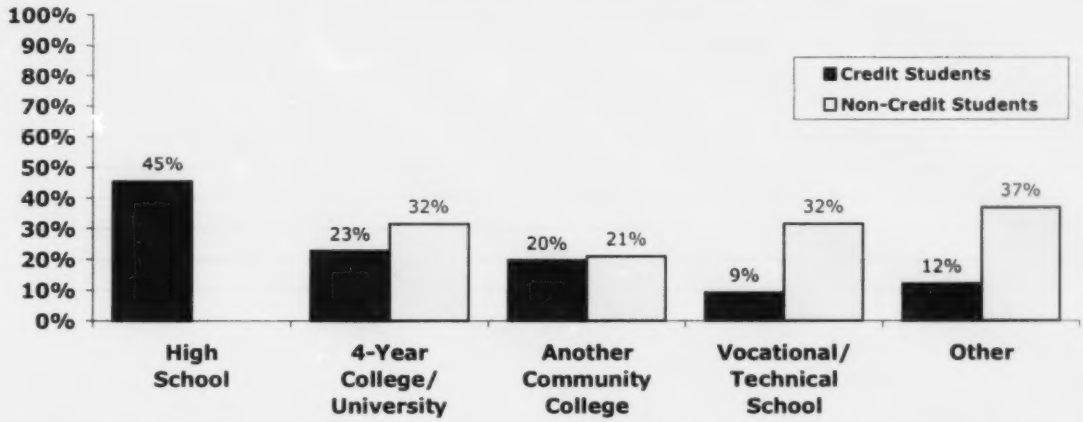
Amount of Instruction for Out of Class Learning & Study Skills (Non-Exclusive % for Each)

Enrollment at Other Educational Institutions

The vast majority of students (82% credit, 85% non-credit) are enrolled *exclusively* at BCC. The remaining few are concurrently enrolled at other institutions.

Nearly half of the concurrently enrolled credit students attend high school, a quarter attend a 4-year college, and one-fifth attend another community college (Figure 4.20). For non-credit students who are concurrently enrolled, a third attend a 4-year college, a third attend vocational school, and one-fifth attend another community college. Some of the concurrently enrolled students (6% credit, 16% non-credit) are attending *three* or more institutions.

Fig. 4.20 Credit and Non-Credit Students (FOF)



Other School Types for those Concurrently Enrolled (Non-Exclusive % for Each)

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Chapter 5: Student Goals at BCC

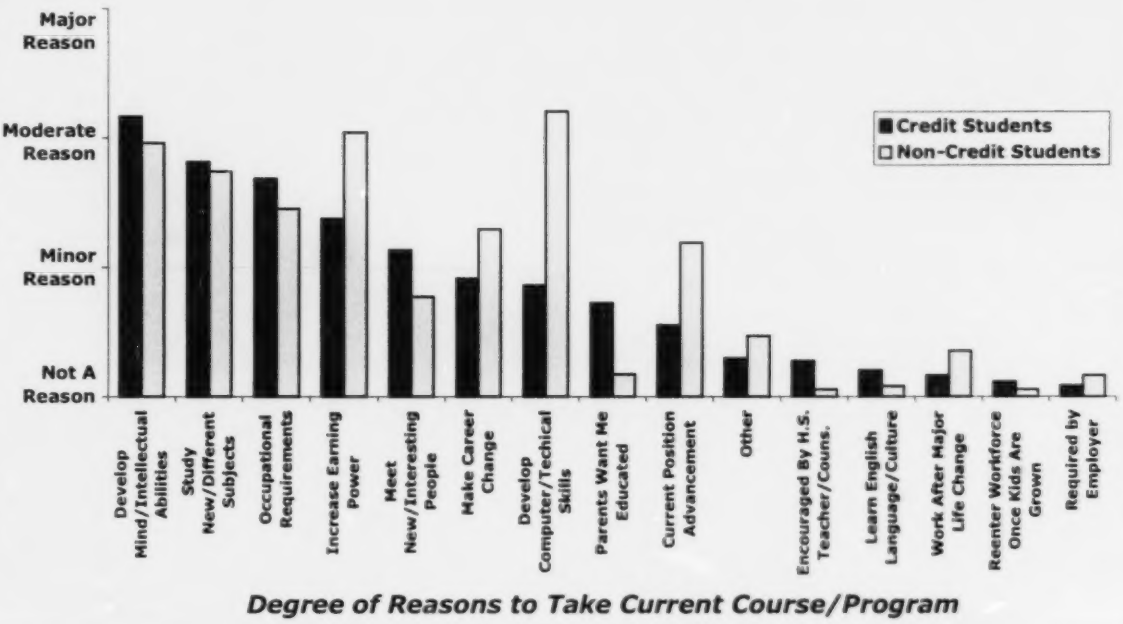
Reasons for Program of Study

Students have a variety of reasons for taking their current course of study or choosing the program that they are in. For credit students, the most important reason given was to "develop my mind and intellectual abilities." Other top reasons given by credit students were the ability for studying new and different subjects and for occupational requirements (Figure 5.1).

For non-credit students, the reasons differ. The most important reason was to develop computer or technical skills, followed by a desire to increase earning power, to develop mind/intellectual abilities, and to study new and different subjects.

It must be noted that the reasons that students stated for taking their current course of study or program did not significantly differ by race or ethnicity.

Fig. 5.1 Credit and Non-Credit Students (FOF)



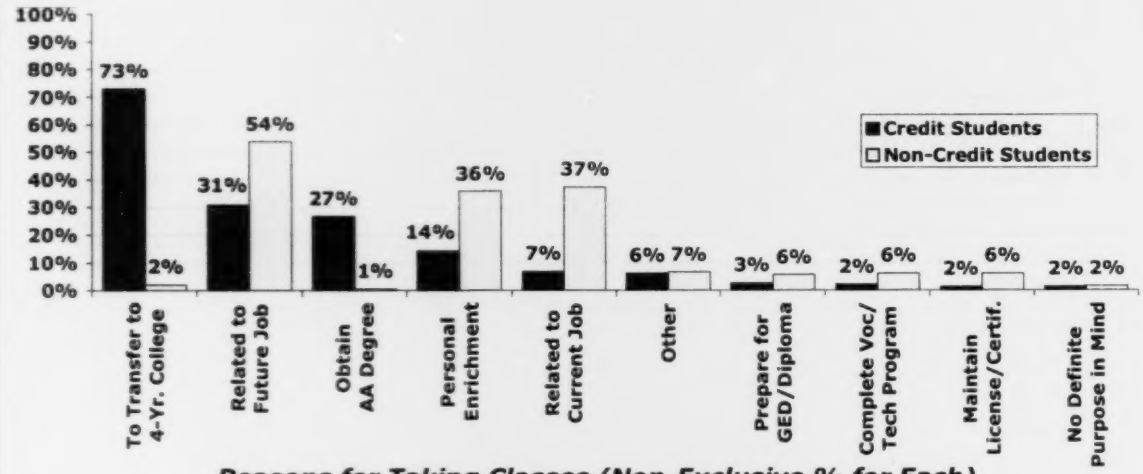
Besides having reasons for starting or continuing their current course of study or program, students also have reasons for signing up for specific classes, as well as reasons for attending Bellevue Community College among all the other colleges. These motivating factors are explored on the following pages.

Reasons for Taking Classes at a Community College

Nearly three-quarters of credit students say they are taking classes at a community college to transfer to a four-year college in the future, nearly a third say their attendance is related to a future job, and just over one-quarter say they are there to obtain an Associate's degree (Figure 5.2).

Over half of the non-credit students are taking classes related to a future job, and over one-third are there for a current job. The personal enrichment that classes provide are another large encouragement for non-credit students.

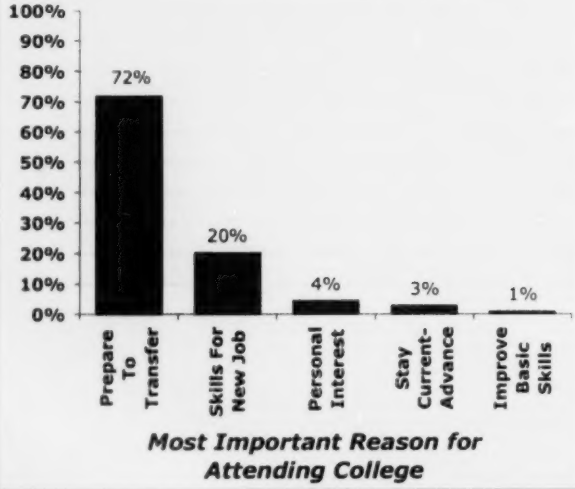
Fig. 5.2 Credit and Non-Credit Students (FOF)



When asked to list the most important reason for attending college at this time, almost three-quarters of the credit students stated that it was to prepare to transfer to a four-year college (Figure 5.3). *This proportion is 14% higher than that found for Washington community colleges overall.*

Only one out of five credit students wanted to gain skills necessary to enter a new job or occupation. This proportion is 12% lower than that for Washington community colleges overall.

Fig. 5.3 Credit Students (CCSEQ)



Reasons for Attending Bellevue Community College

Credit students were asked about their main reason for attending BCC at this time. Over a third stated it was because of the specific educational programs that we offer, while another third stated that it was because the college was located close to home (Figure 5.4).

The vast majority of students feel that BCC has a good reputation in the community. Eighty percent or more agreed, with just three percent disagreeing (Figure 5.5).

Fig. 5.4 Credit Students (CCSEQ)

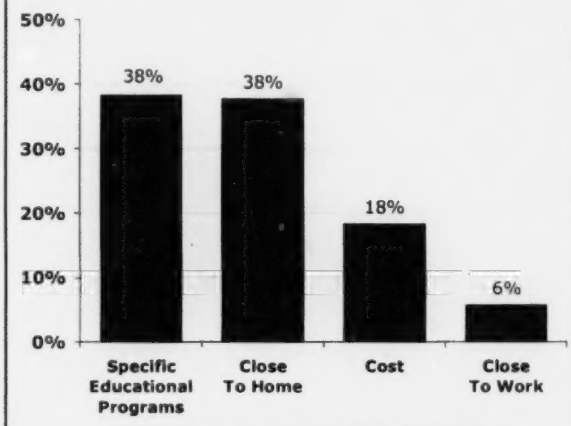
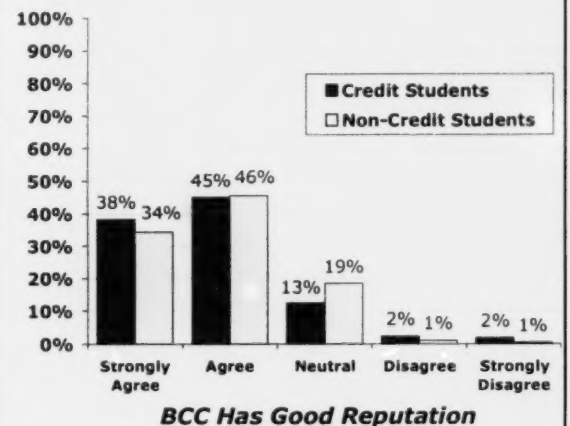
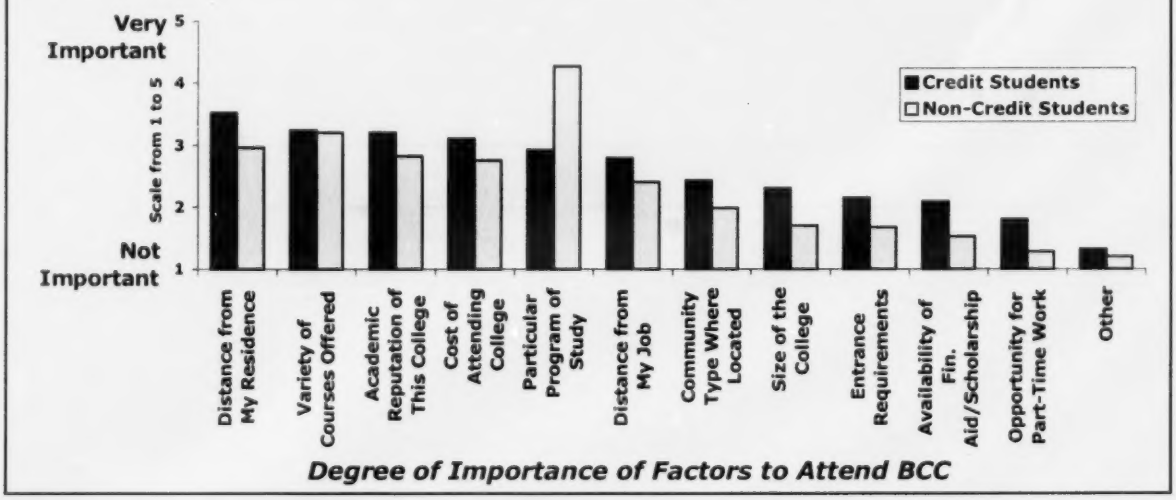


Fig. 5.5 Credit and Non-Credit Students (FOF)



Students were asked to rate the importance of different factors in their decision to attend BCC. The most important factors given by credit students included the distance from where they lived, the variety of courses that BCC offers, and the academic reputation of the college (Figure 5.6). The particular program of study was rate by far the highest for non-credit students, although the variety of courses offered was also important.

Fig. 5.6 Credit and Non-Credit Students (FOF)



Reattending BCC, and Assisting with Fundraising

When credit students were asked if they would attend BCC again, two-thirds agreed that they would, while an additional one-quarter stated "maybe" (Figure 5.7).

When the credit students were asked if they would like to become involved with supporting future students at BCC, over one-quarter stated that they would like to participate in these efforts (Figure 5.8).

Fig. 5.7 Credit Students (CCSEQ)

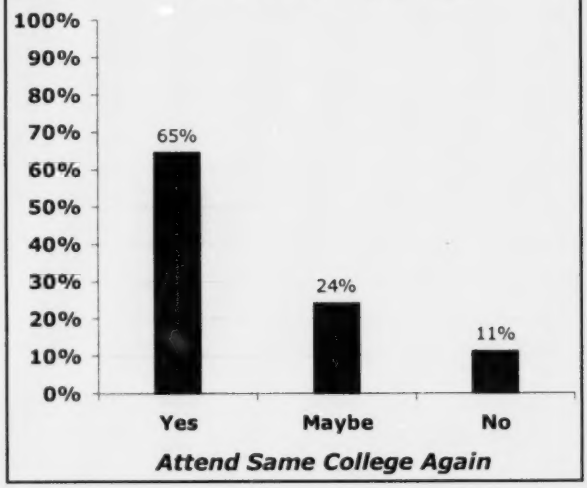
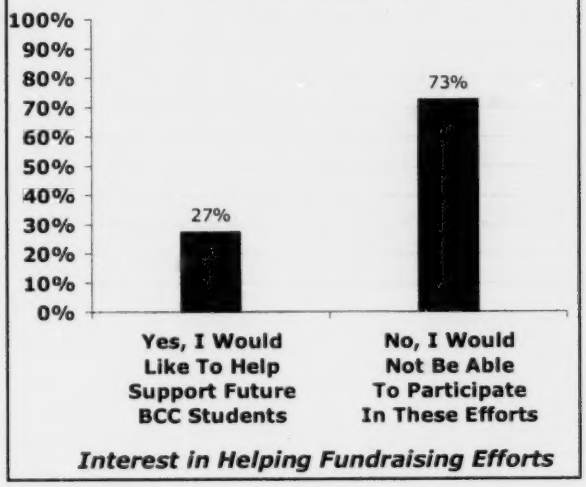


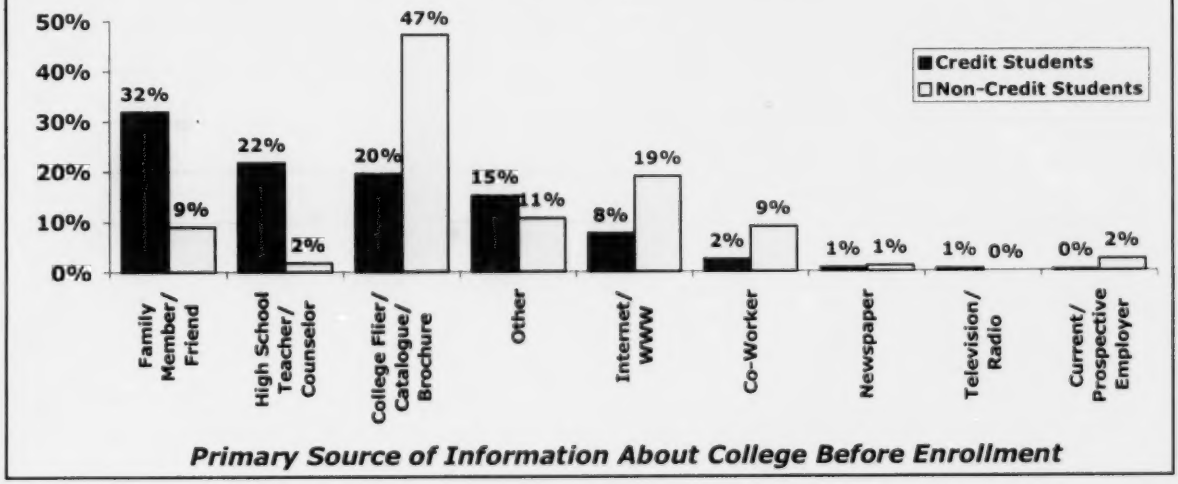
Fig. 5.8 Credit Students (CCSEQ)



Source of Information about BCC Prior to Enrollment

The two major sources of information about BCC for credit students were either a family member/friend or a high school teacher/counselor (Figure 5.9). Non-credit students gained information primarily from a college catalogue, brochure, or flier. A Web presence for information is more important to non-credit than credit students.

Fig. 5.9 Credit and Non-Credit Students (FOF)

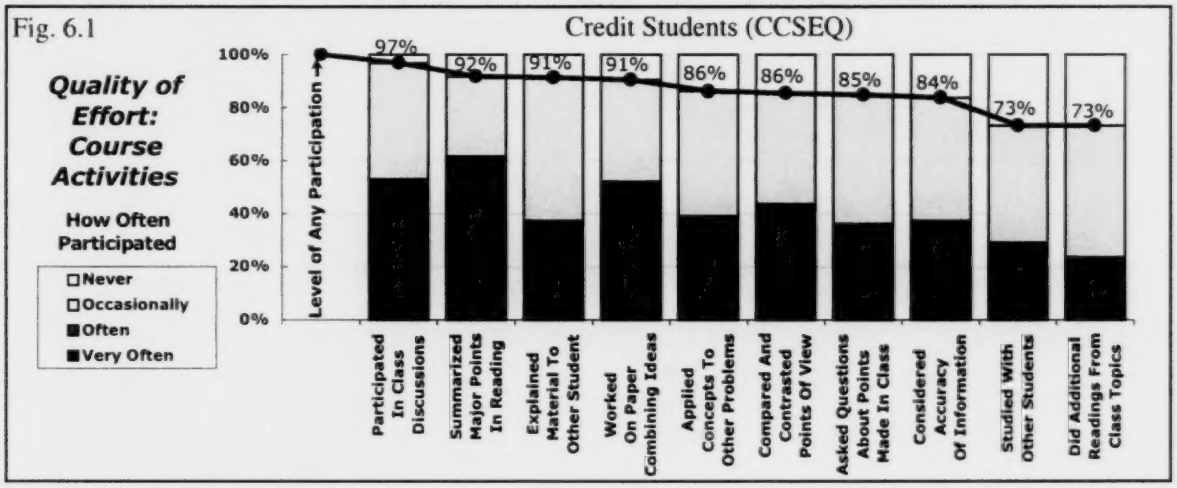


Chapter 6: Quality of Effort

Course Activities

The majority of credit students report being active in all areas of course activities, especially with participation in class (Figure 6.1). They also use basic critical thinking and reasoning skills: participating in applying concepts to other problems, comparing/contrasing points of view, asking questions about points made in class, and considering the accuracy of information. More than a quarter of credit students, however, never studied with other students or did additional readings from class topics.

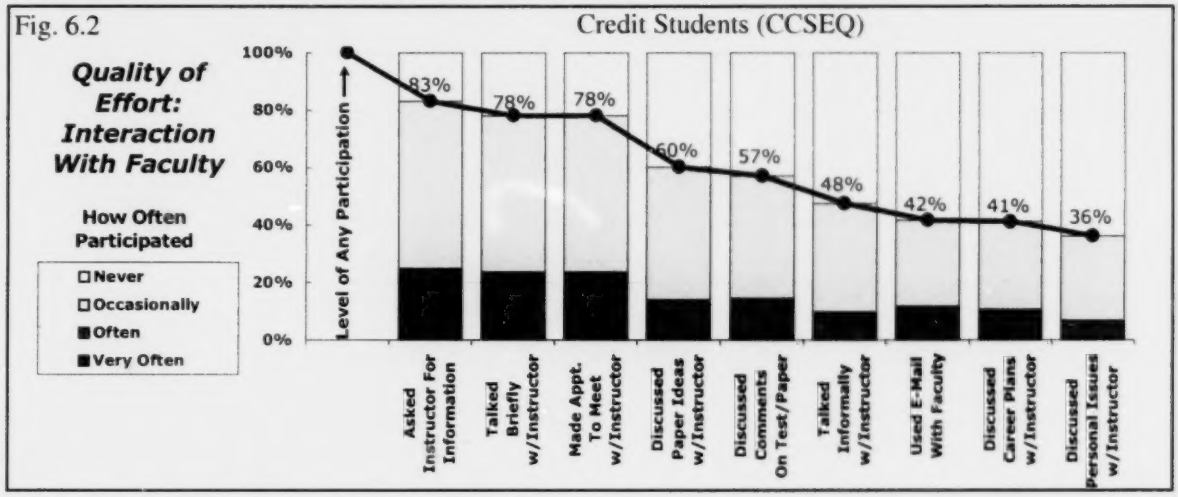
Fig. 6.1



Interaction with Faculty

Over three-quarters of the respondents asked instructors for information, talked briefly with them, or made an apppointment to meet with them (Figure 6.2); however, interaction with faculty was on a superficial level for the most part. On all faculty-interaction activities mentioned (except for use of email), the proportion of any level of interaction was much lower for BCC than for Washington community colleges overall. This is expecially true for making an appointment to meet their instructor -- BCC credit students were 10% less likely to ever do so.

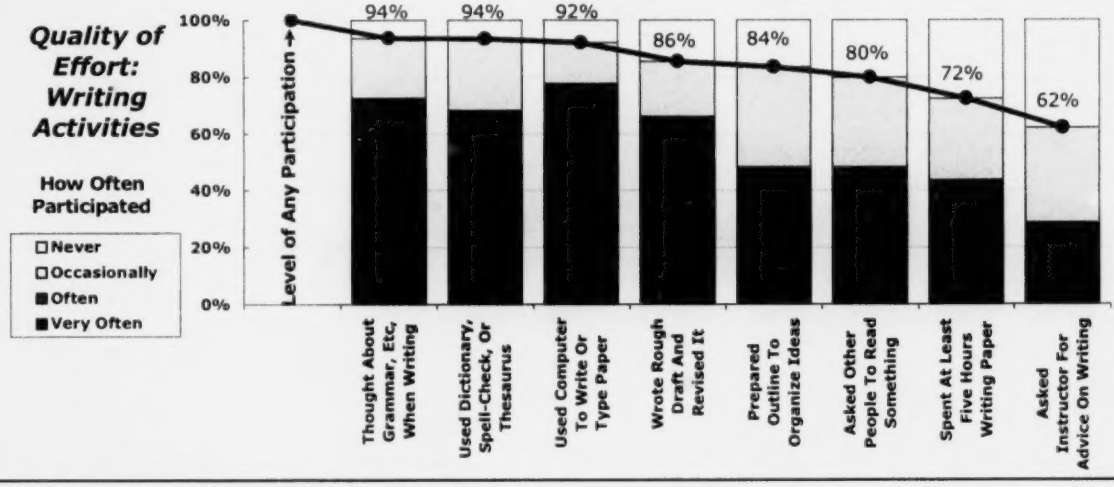
Fig. 6.2



Participation in Writing Activities

Credit students were very involved in various elements of writing. Nearly half (49%) used *all* 8 activities mentioned in the survey, while only 2% used *none* of them. The activities with the greatest participation were thinking about grammer/sentence structure/word choice when writing, using a dictionary/spell-check/ thesaurus, and using a computer to write or type papers (Figure 6.3). The activity least engaged in was asking for faculty advice about their writing (the BCC proportion was 4% lower than for Washington).

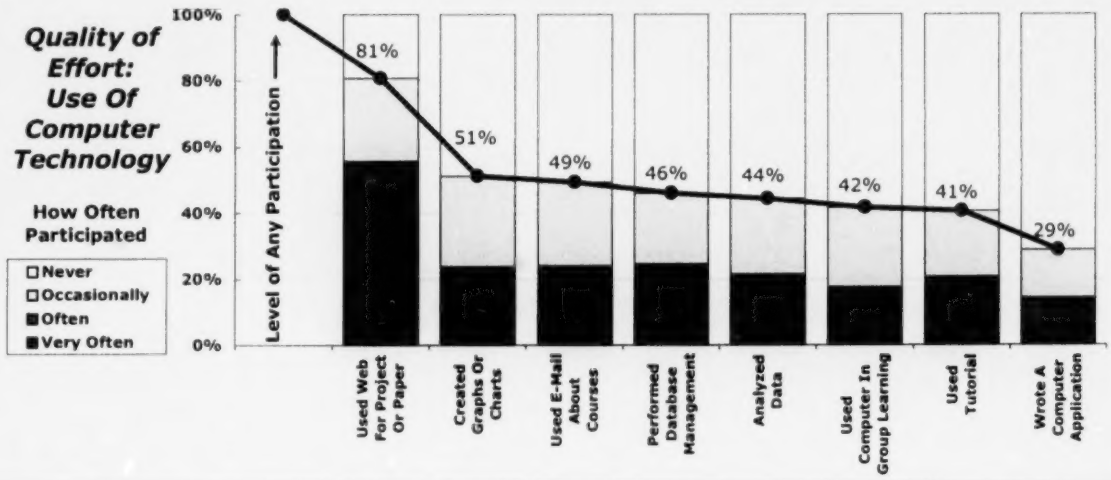
Fig. 6.3 Credit Students (CCSEQ)



Use of Computer Technology

Only 11% of credit students did *not* use computers at all during the current school year. By far, the most common usage was getting information for a class project or paper from the Web (Figure 6.4). Just half used a computer to create charts or graphs for their schoolwork, and half used email to communicate with an instructor or other students about a course (a 4% higher proportion for BCC than for Washington).

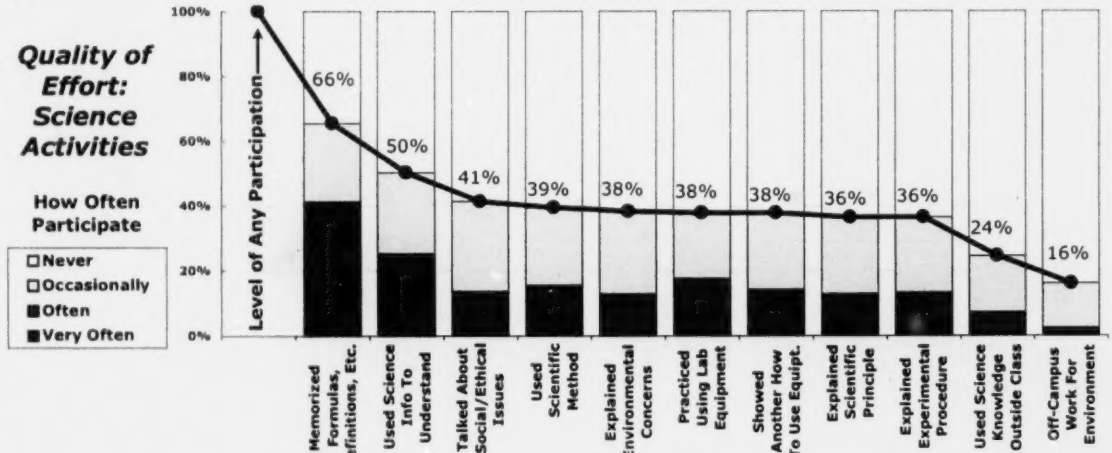
Fig. 6.4 Credit Students (CCSEQ)



Science Activities

Over one quarter (28%) of credit students did not get involved in *any* science activities. Of those who were involved, about half or fewer participated in any one activity and then only infrequently (Figure 6.5). The main involvement with science activities was to memorize formulas, definitions, or technical terms. There was little involvement in scientific reasoning and use in daily life, although half the students stated that they used the science they learned to understand "some aspect of the world" around them.

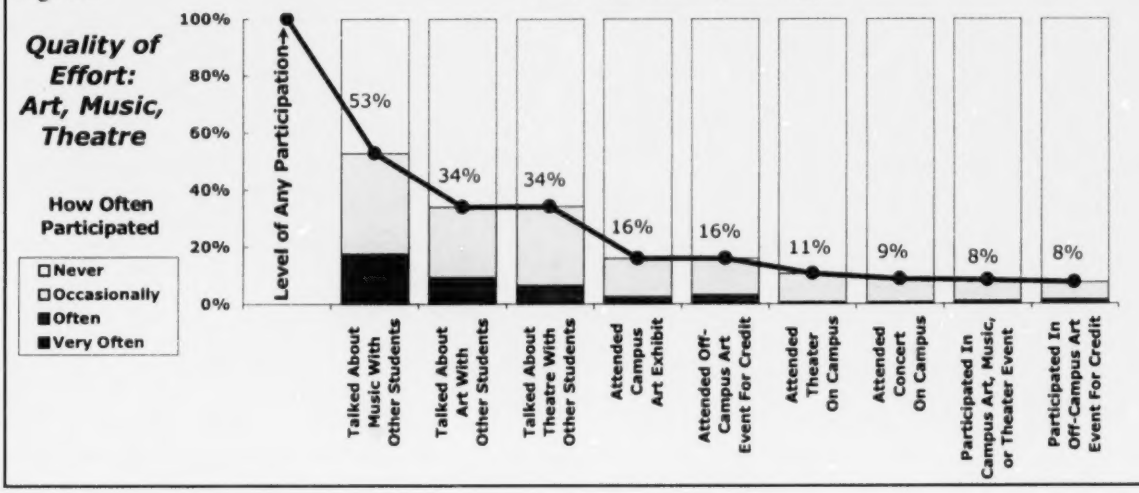
Fig. 6.5 Credit Students (CCSEQ)



Participation in Arts, Music, Theatre

Over a third (36%) of credit students were not involved with participation in *any* art, music, or theater activities. Half of the credit students discussed music with other students, a third talked about theater, and a third discussed art (Figure 6.6). The remainder of the activities required more active participation in the arts, music, or theatre, but very few students were involved in them (the BCC proportion of active involvement in campus arts, music, or theatre events was 5-10% lower than for Washington overall).

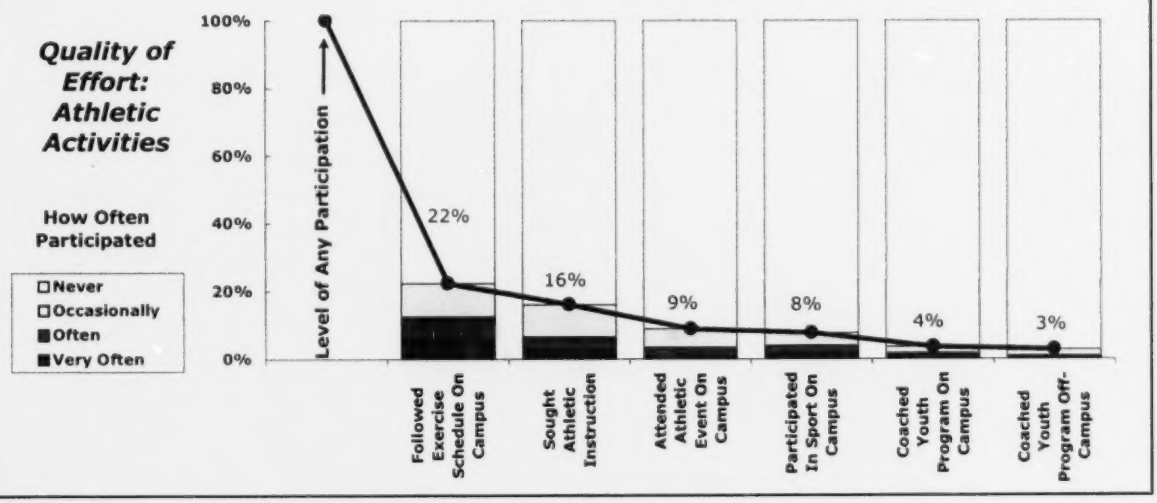
Fig. 6.6 Credit Students (CCSEQ)



Participation in Athletic Activities

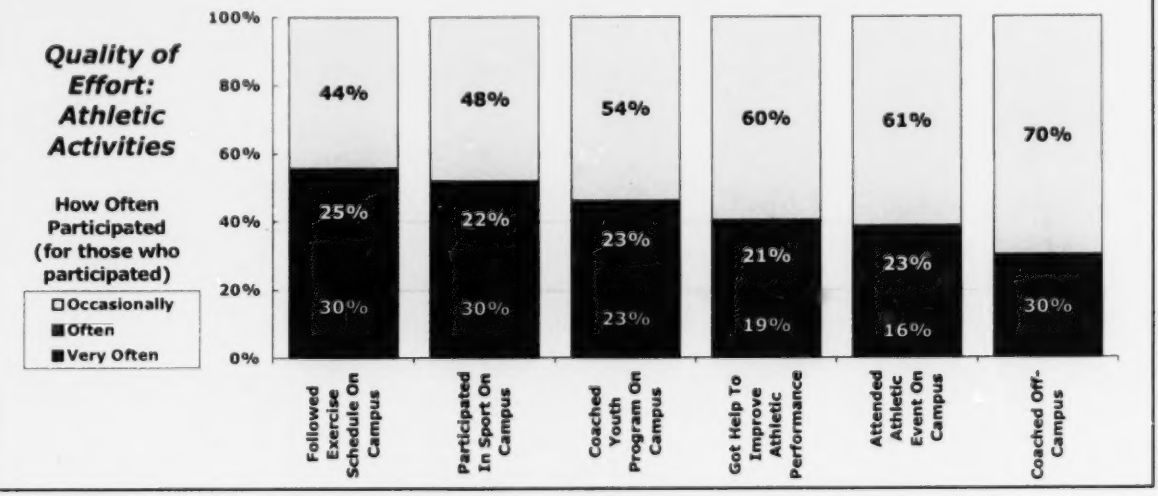
Seven out of ten (69%) credit students were not involved with *any* athletic activities at all, either watching or participating. One out of five credit students followed an exercise schedule on campus, 16% sought athletic instruction, and just 9% attended a BCC athletic event (Figure 6.7). The BCC proportion of involvement with each of these activities was lower than that for Washington as a whole.

Fig. 6.7 Credit Students (CCSEQ)



For the credit students who *did* participate in athletic activities, 30% "very often" followed an exercise schedule while on campus, participated in a campus sport, or coached or assisted with campus youth athletic programs (Figure 6.8).

Fig. 6.8 Credit Students (CCSEQ)

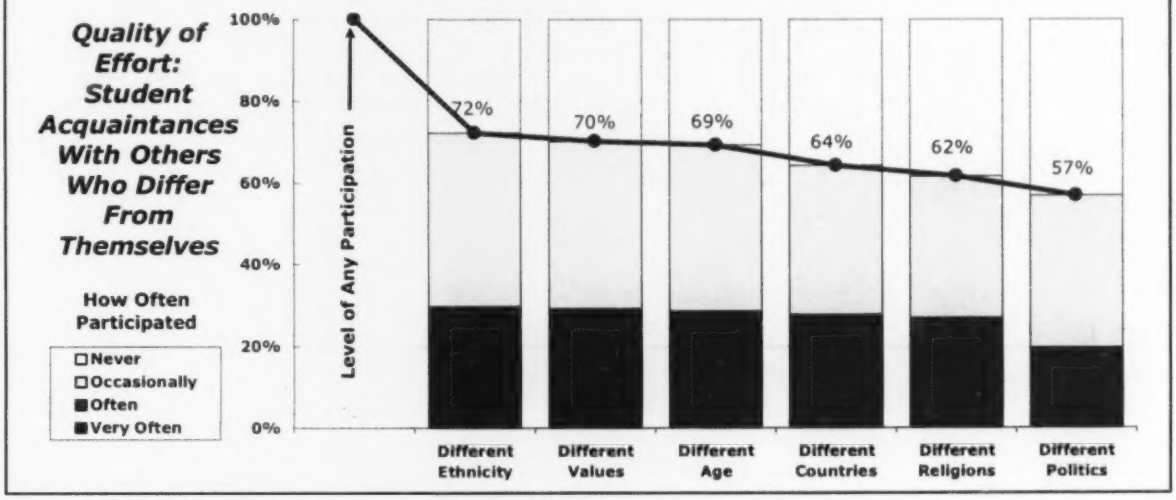


Student Acquaintances with Others Who Differ from Themselves

Credit students were asked about the level of participation with acquaintances who had characteristics that were different from themselves. Only 16% have not had *any* serious discussions with other students who differ by ethnicity, values, age, country, religion, or politics, while over a third (38%) had serious discussions with other students who differ in *all* of these categories.

About one-quarter of credit students "often" or "very often" interact with others who differed on at least one of these characteristics (Figure 6.9). The most common interaction is with people of a different ethnic group, closely followed by those with different values or those of a different age group. Least frequent interaction was with people who differ in their political viewpoints.

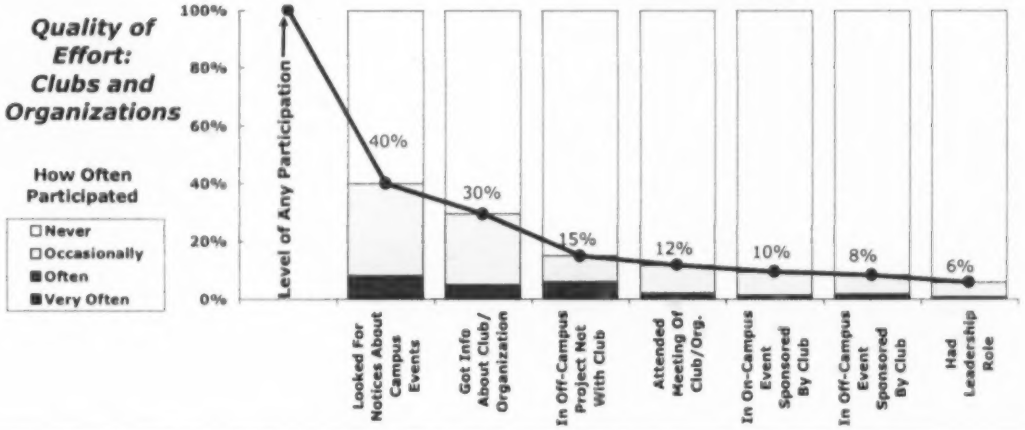
Fig. 6.9 Credit Students (CCSEQ)



Participation in Clubs and Organizations

One-half of credit students (50%) have not been involved in *any* campus clubs or organizations. Four out of ten have looked for notices about campus events or student organizations, and three out of ten have read or asked about a student club or organization (Figure 6.10). Few have taken leadership roles. The BCC proportion of invovement with any of these activities was lower than that for Washington as a whole.

Fig. 6.10 Credit Students (CCSEQ)

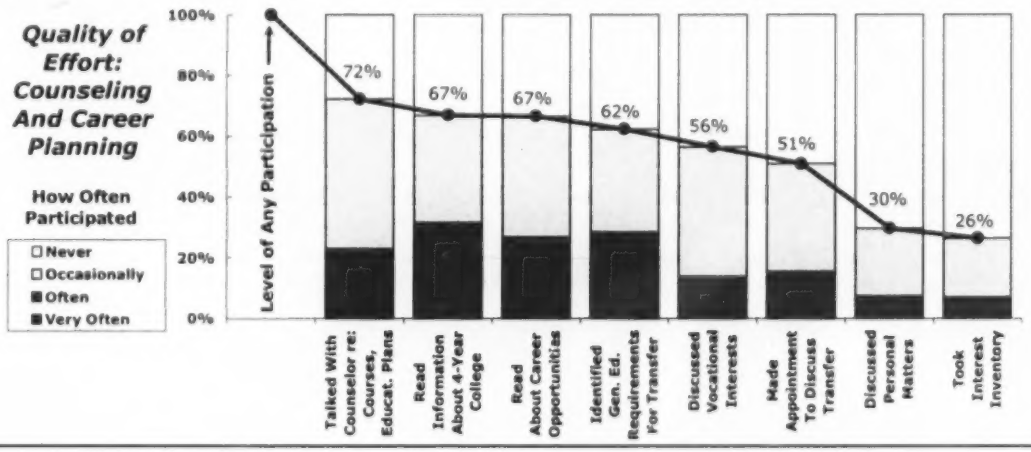


Involvement with Counseling and Career Planning

Fortunately, only 9% of credit students did *not* use any counseling or career planning assistance. Nearly three-quarters of credit students talked with a counselor or advisor about courses to take, class requirements, or educational plans (Figure 6.11). Two-thirds read information about a college or university they were interested in transferring to, or about current career opportunities. Over a quarter of the credit students had taken an interest inventory or survey to help them direct their career goals.

When the proportion of involvement for BCC students is compared to that for Washington students as a whole, there was less involvement in every one of these activities except for those related to transferring to a four-year college.

Fig. 6.11 Credit Students (CCSEQ)



Chapter 7: Services for Students

Advising and Career Planning

Nearly 30% of students taking credit classes have *not* been advised, according to both the CCSEQ and the FOF surveys (Figure 7.1). While the majority of credit students had visited the advising center, only about one in five had seen a faculty advisor. Approximately one out of ten credit students had seen *both* a faculty advisor and someone at the advising center.

Fig. 7.1 Credit Students (CCSEQ) Credit Students (FOF)

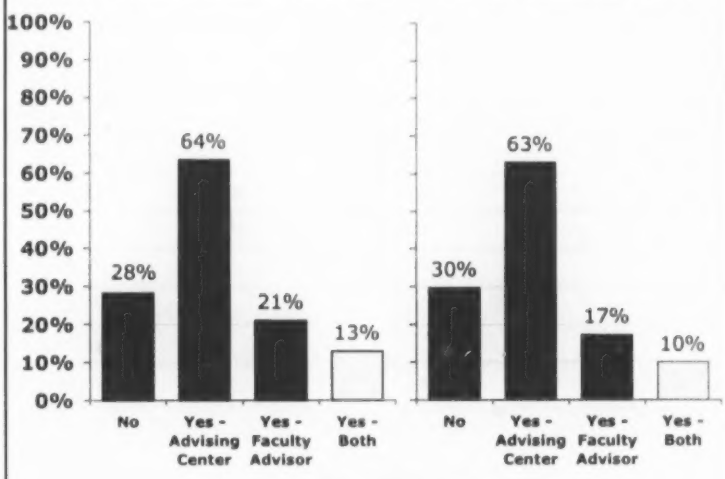
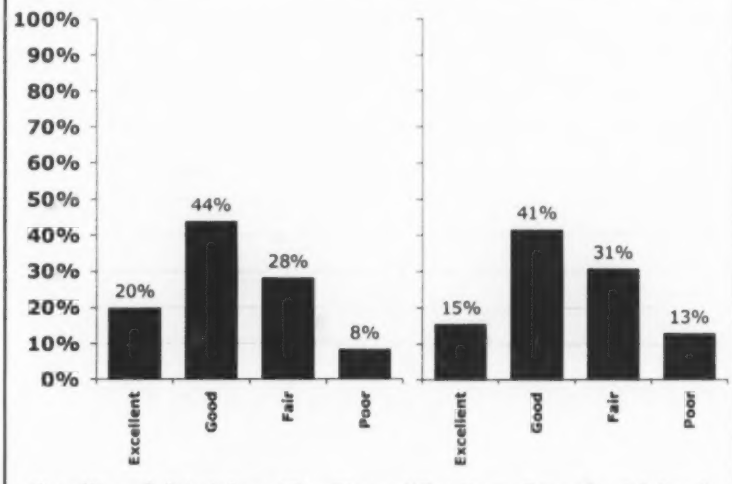


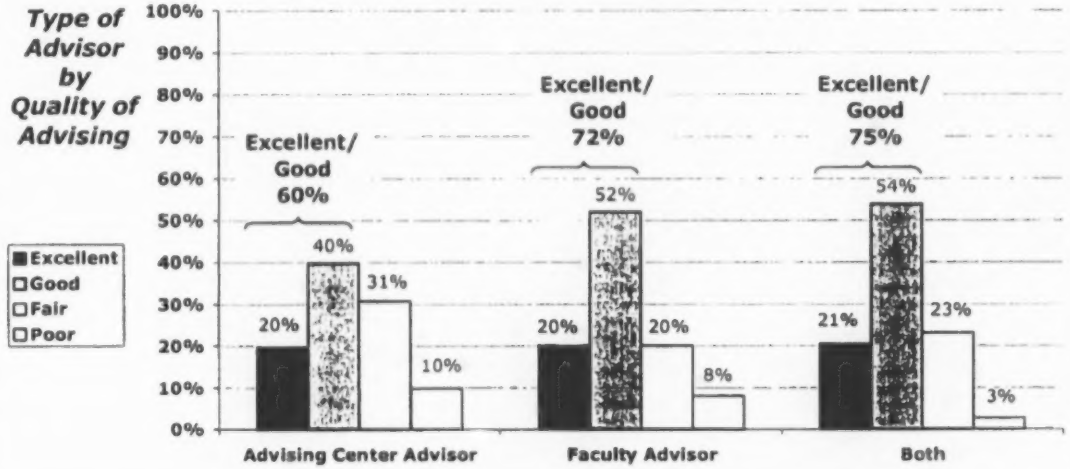
Fig. 7.2 Credit Students (CCSEQ) Credit Students (FOF)



The majority of students who had seen an advisor thought that the quality of the advising they had received was good or excellent (Figure 7.2). Just 8-13% of students who had been advised rated the quality of advising as poor.

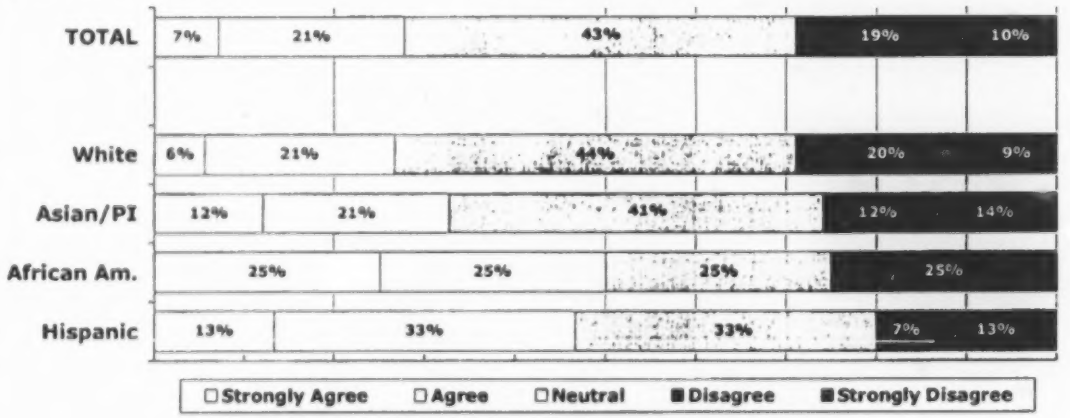
The highest level of satisfaction for advising was held by those students who used *both* types: the advising center and a faculty advisor (Figure 7.3). Nearly three-quarters of those students felt the quality was good or excellent. This was closely followed by those who saw only faculty advisors. Just 60% of the students who used the advising center staff alone rated the quality of advising as good or excellent.

Fig. 7.3 Credit Students (CCSEQ)



Credit students were asked in the FOF survey if they agreed that academic advising at BCC is of high quality. Many remained neutral, although 29% disagreed or strongly disagreed with this statement (Figure 7.4). White students were more likely to disagree than students of other ethnicity/races. African American and Hispanic students were the most likely to rate academic advising highly.

Fig. 7.4 Credit Students (FOF)



Academic Advising is of High Quality, by Race

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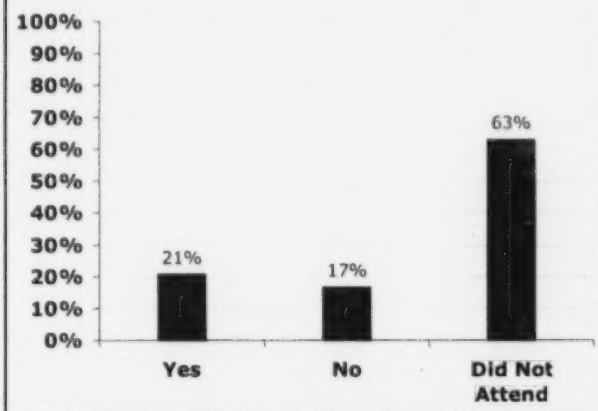
Participation and Utility of Student Orientation

Student Programs coordinates orientation sessions for new students on campus each Fall, Winter, and Spring quarter. The three-hour program includes a student-produced video, a campus tour, and the ability to dialogue with current students, faculty, and staff. These orientations are publicized through a direct mailing to students and via their web page.

The CCSEQ survey included a question to ascertain the effectiveness of the Fall 1999 orientation; however, nearly two-thirds of the respondents did *not* attend the orientation (Figure 7.5).

The students who did attend were fairly divided as to whether this orientation helped them succeed.

Fig. 7.5 Credit Students (CCSEQ)



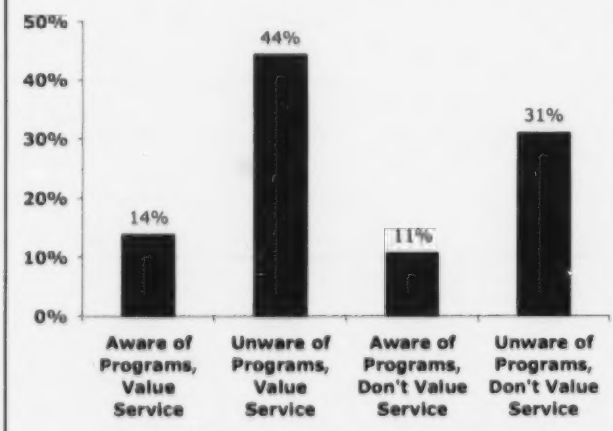
Did Campus Programs/Services Information From 3-Hour New Student Orientation Help Student Succeed

Awareness and Utility of Student Health and Wellness Programs

Through its Student Health Services, BCC offers health promotion programs campus-wide to classes and to individuals; however, three-quarters of credit students stated that they were unaware of this service (Figure 7.6).

When asked if they would value such a program, more than half of the credit students stated that they would.

Fig. 7.6 Credit Students (CCSEQ)

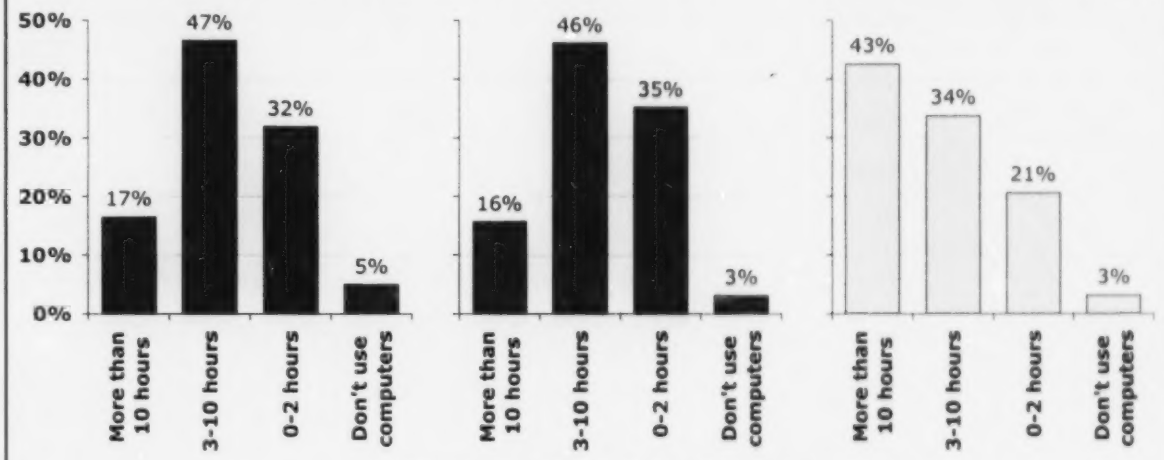


Awareness and Value Of BCC Student Health Service's Wellness Programs

Student Computer Use

Many students use computers for their coursework, for their jobs, and for recreation. Very few students, 5% or fewer, do not use a computer at all (Figure 7.7). Almost one-half of credit students use a computer 3-10 hours a week, and one out of six use it more than 10 hours a week. Non-credit students use computers much more frequently, with over 40% on a computer more than 10 hours a week.

Fig. 7.7 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)



Availability of Computer Access and Services

Credit students were asked whether BCC provides enough places for students to use computers on campus. The majority thought there were ample places (Figure 7.8), a 10% higher proportion for BCC than for Washington community colleges overall. Nearly two-thirds of credit students agreed that computing services and facilities were available at the times they were needed (Figure 7.9).

Fig. 7.8 Credit Students (CCSEQ)

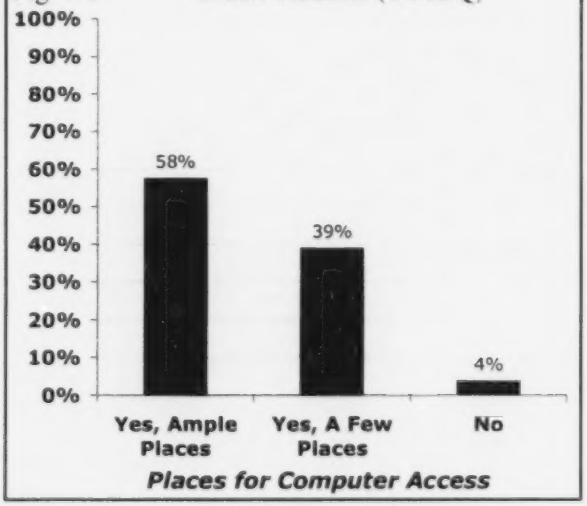
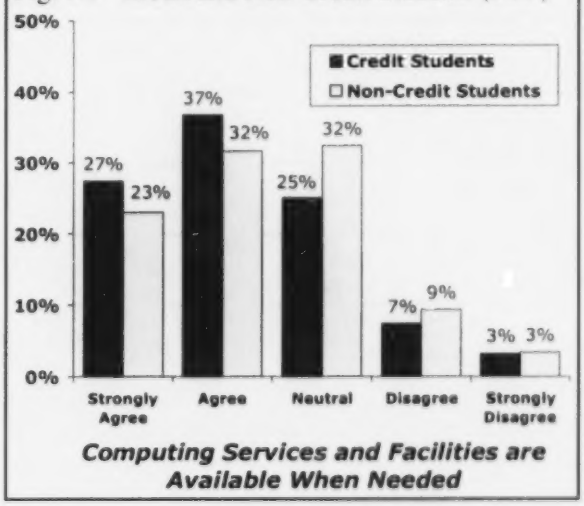


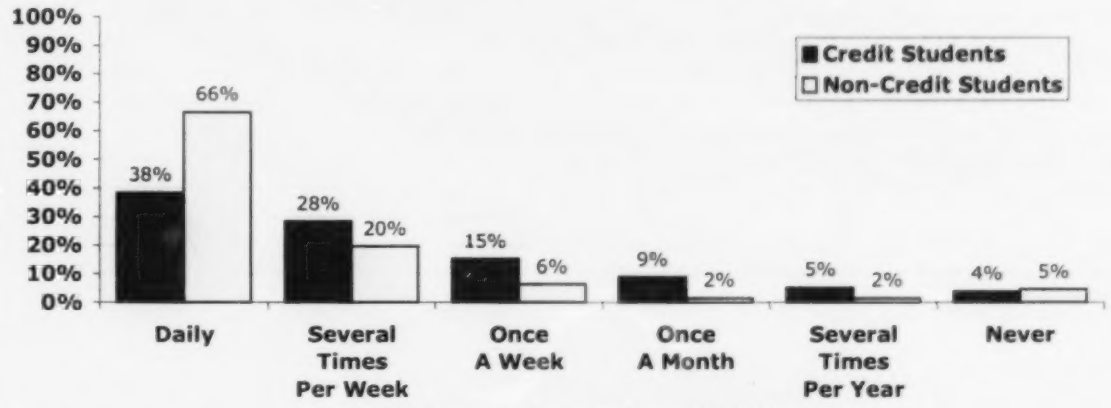
Fig. 7.9 Credit and Non-Credit Students (FOF)



Student Web Use and Usefulness of BCC Web Site

Two-thirds of credit students use the internet or the World Wide Web several times a week or daily (Figure 7.10). Nearly nine out of ten non-credit students use it at least several times a week or daily, and two-thirds of non-credit students use it daily.

Fig. 7.10 Credit and Non-Credit Students (FOF)



BCC made a strong committment toward automating many of its services for students on its Website, beginning in 1998 and continuing to the present. Students were asked how useful they found this service, for both financial aid applications and admissions/registering purposes. Although 40% of credit students did not have their questions answered on the financial aid site (Figure 7.11), just one out of ten credit and non-credit students did not have their questions answered on the admissions/registration site (Figure 7.12). Overall, the majority of students had some or all of their questions answered for both sites.

Fig. 7.11 Credit Students (CCSEQ)

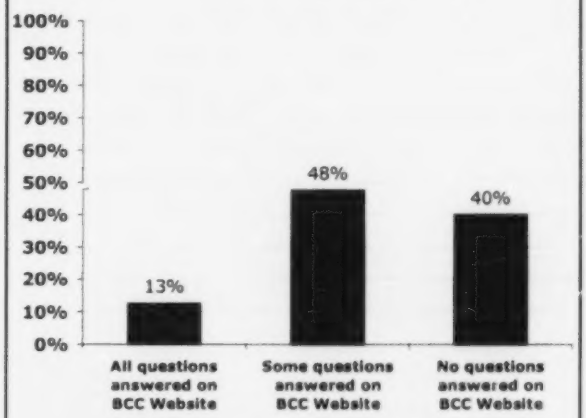
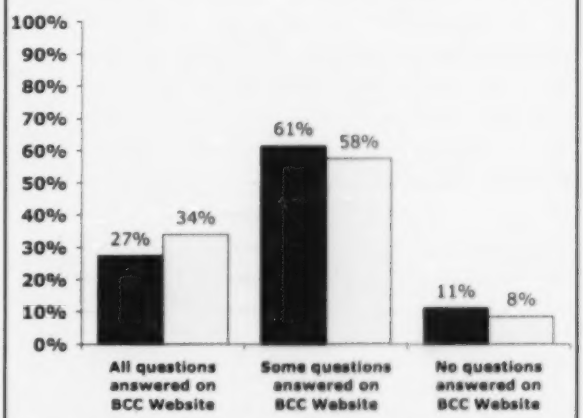


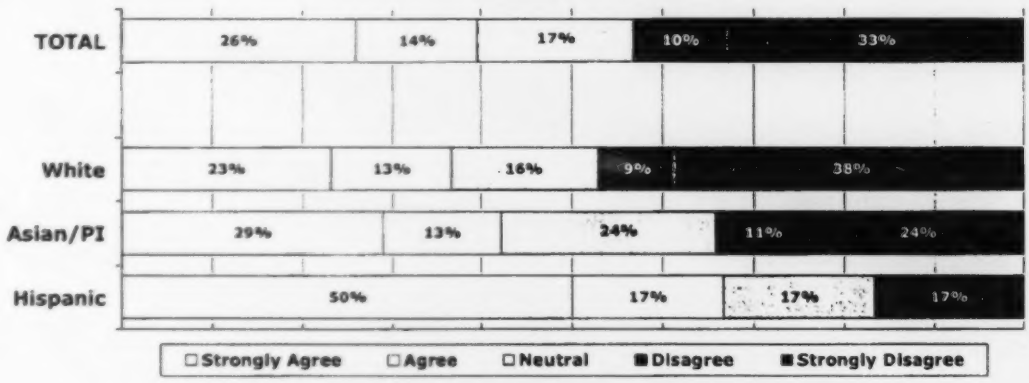
Fig. 7.12 Credit and Non-Credit Students (FOF)



Assistance with Financial Aid

Credit students were asked if they agreed with the statement that they could not have attended BCC without receiving financial aid; 40% agreed or strongly agreed (Figure 7.13). Hispanic and Asian/ Pacific Islander students were more likely to agree, while White students were more likely to disagree.

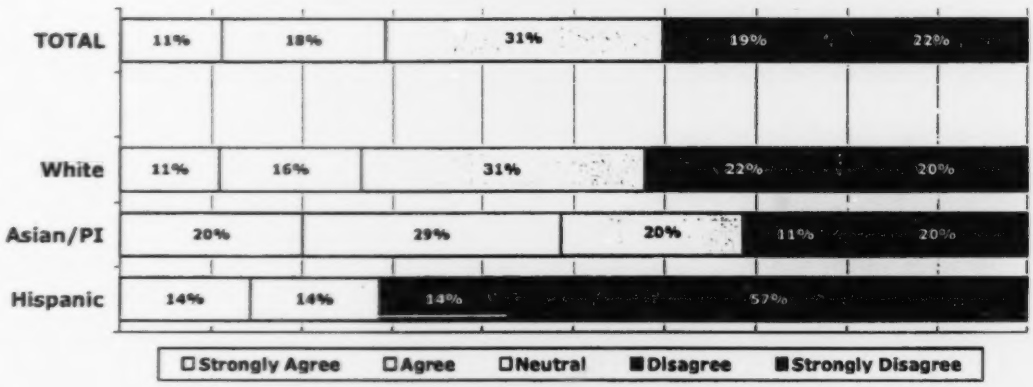
Fig. 7.13 Credit Students (FOF)



Couldn't Have Attended BCC Without Receiving Financial Aid, by Race

Credit students were asked if they had received all the help that they needed from financial aid personnel for filling out a financial aid application; unfortunately, 41% disagreed or strongly disagreed (Figure 7.14). Hispanic students were almost three times as likely to strongly disagree than students of other ethnicity/races, even though they were much more likely to have a greater need for financial aid.

Fig. 7.14 Credit Students (FOF)



Received All the Help I Needed from Financial Aid Personnel for Application, by Race

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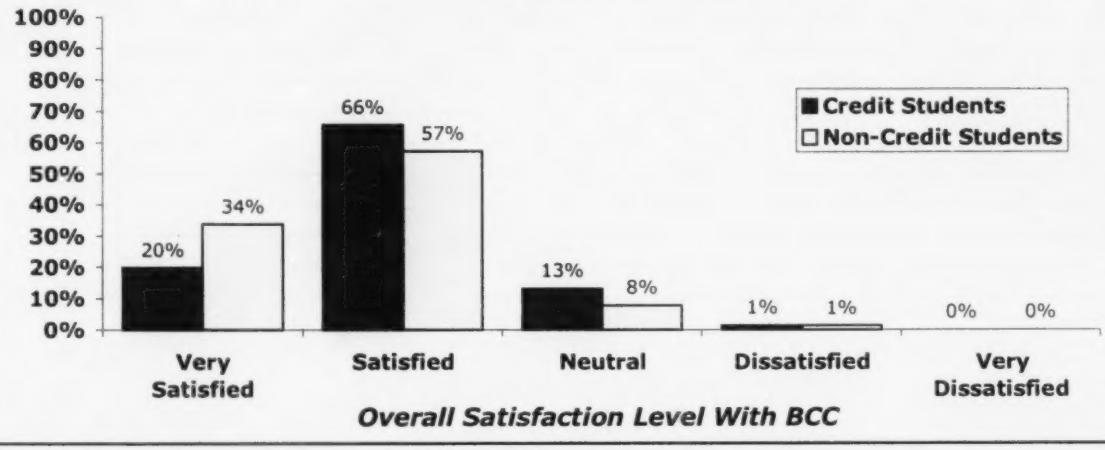
Chapter 8: Satisfaction and Gains

Student Satisfaction with BCC Overall

There is good news in terms of student satisfaction at BCC. Students rate their overall satisfaction with their experiences at BCC very highly (Figure 8.1). Just 1% gave a "dissatisfied" rating, and *none* gave a "very dissatisfied" rating. Overall, 86% of credit and 91% of non-credit students said they were satisfied or very satisfied. Virtually no differences were evident by race/ethnicity.

Fig. 8.1 Credit and Non-Credit Students (FOF)



More than half of BCC credit students found college stimulating and exciting most or all of the time (Figure 8.2), which is a 6% higher proportion than for Washington community colleges overall. Nearly seven out of ten students agreed that their academic experiences have been positive, while only a slim percentage disagreed (Figure 8.3). Asian students, however, were less likely than White students to agree (58% and 72% respectively) and twice as likely to disagree (8% and 4% respectively).

Fig. 8.2 Credit Students (CCSEQ)

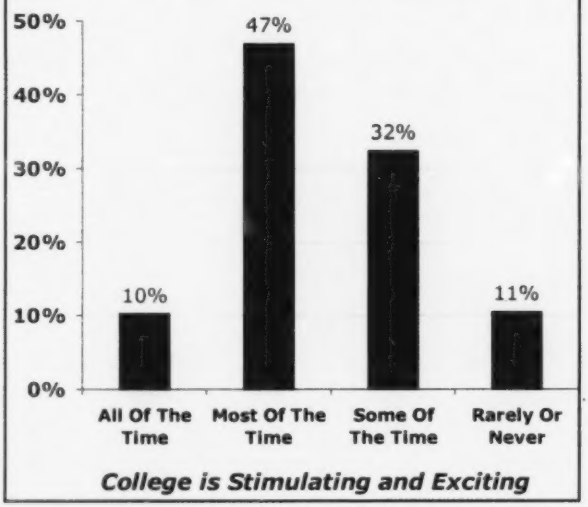
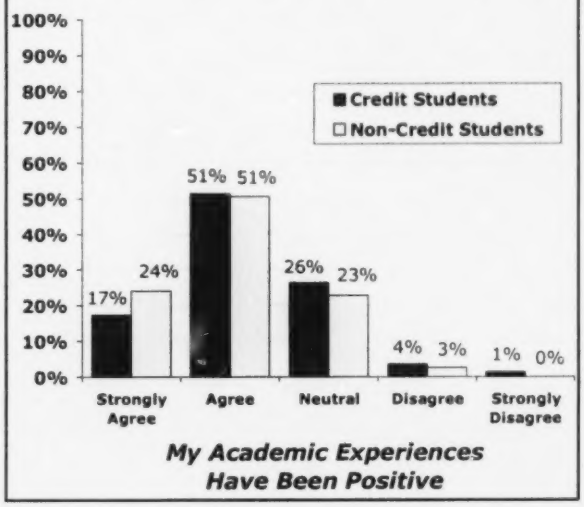
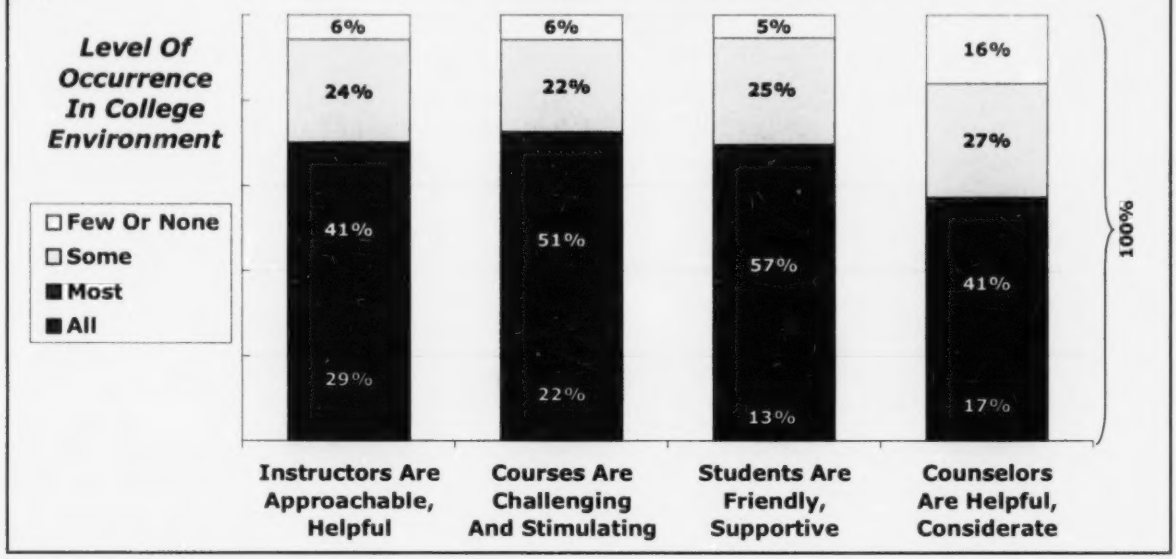


Fig. 8.3 Credit and Non-Credit Students (FOF)



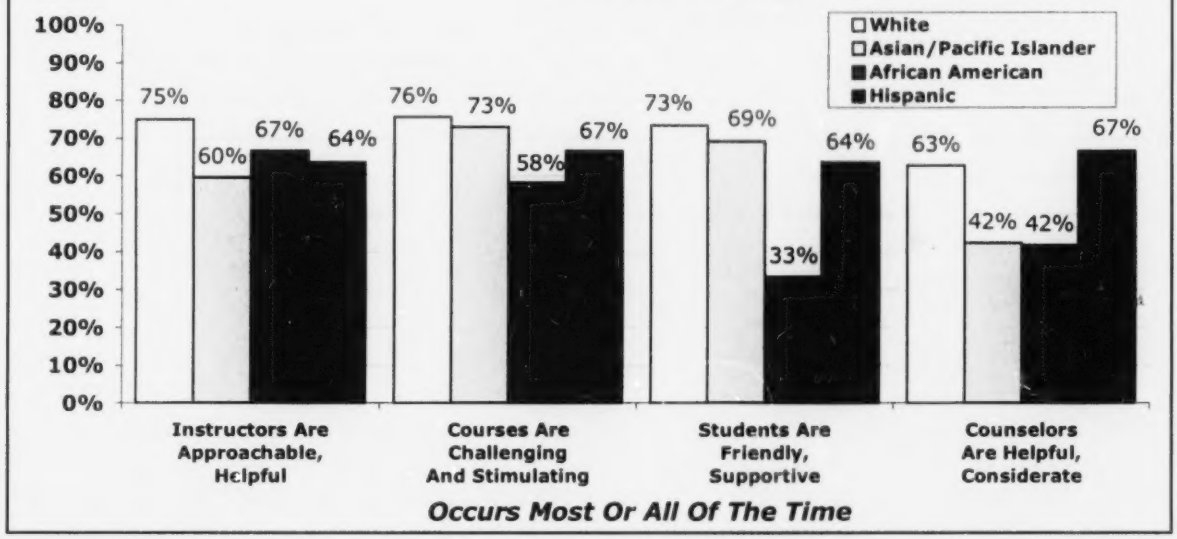
Seventy percent or more of the credit students found their instructors helpful, courses challenging, and other students friendly and supportive most or all of the time (Figure 8.4). The majority also found their counselors helpful and considerate most or all of the time, although the BCC proportion was 5% lower than for Washington community colleges overall.

Fig. 8.4 Credit Students (CCSEQ)



The level of occurence of these items differed by race (Figure 8.5). White students were more likely than all other races to find their instructors approachable and helpful and their courses challenging and stimulating. African American students were only about half as likely as others to find students helpful and supportive, while both Asian/Pacific Islander and African American students were less likely than White and Hispanic students to find counselors helpful or considerate.

Fig. 8.5 Credit Students (CCSEQ)



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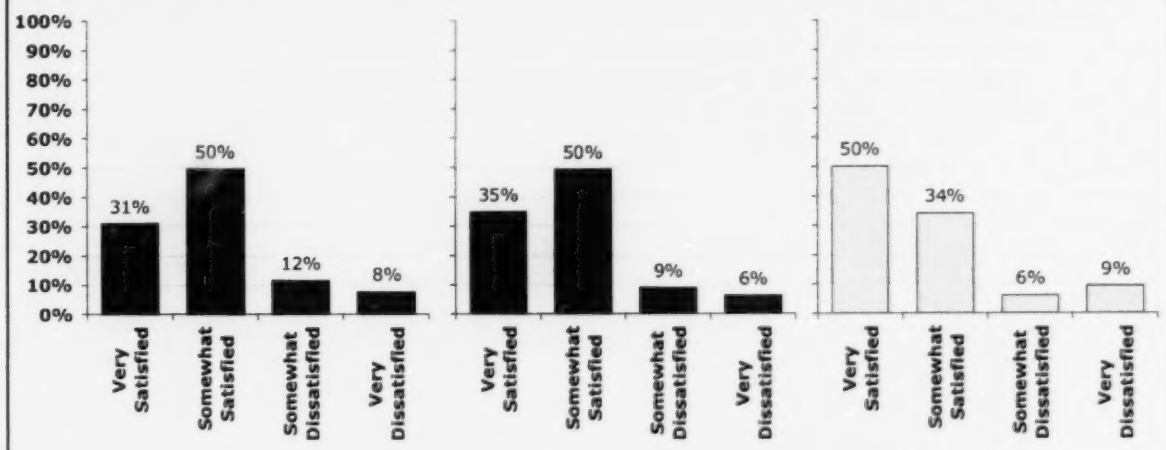
Student Satisfaction with Instruction Overall

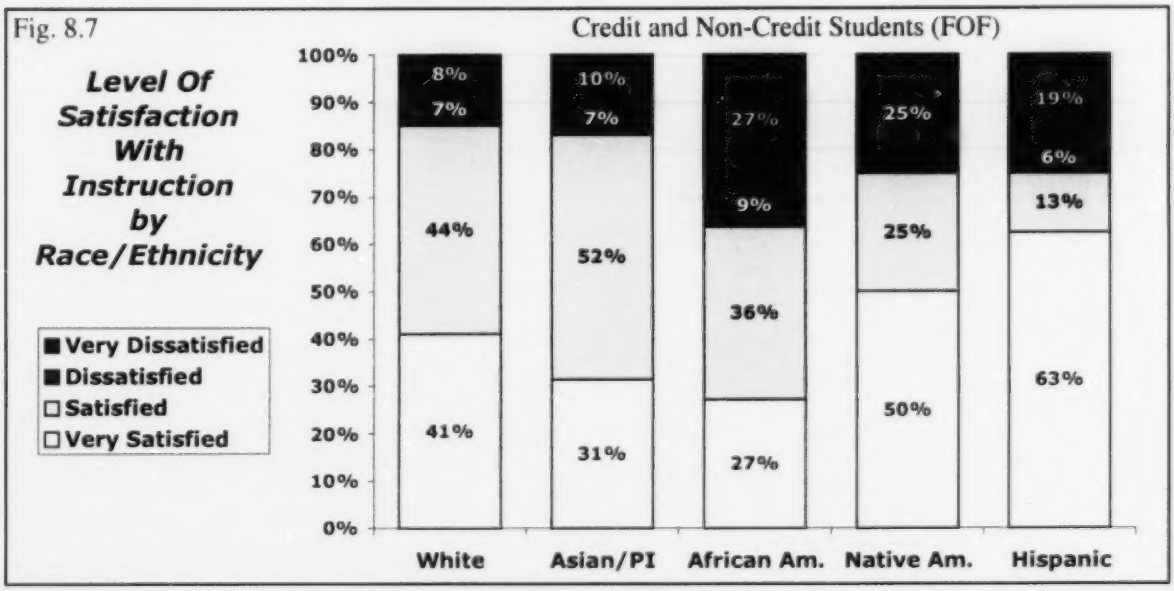
About four out of every five students were satisfied with the instruction at BCC, although 15-20% were not (Figure 8.6). The non-credit students were more likely than the credit students to rate their level of satisfaction as "very satisfied" than "somewhat satisfied."

Fig. 8.6 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)



The level of satisfaction with the instruction at BCC differed by race. African American students showed the lowest level of satisfaction of all ethnicity/races; they were about three times as likely as White or Asian students to be very dissatisfied with instruction (Figure 8.7).

Fig. 8.7 Credit and Non-Credit Students (FOF)



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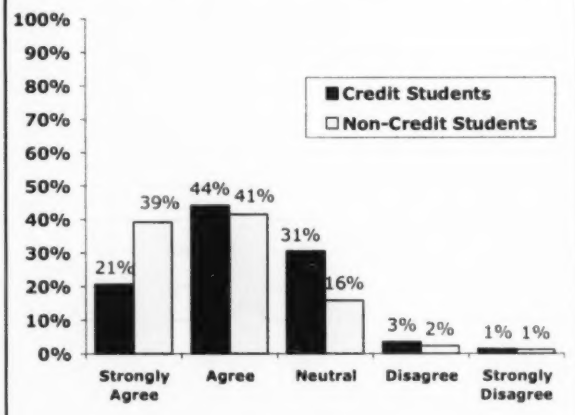
Satisfaction with the Quality of Instruction and Availability of Instructors

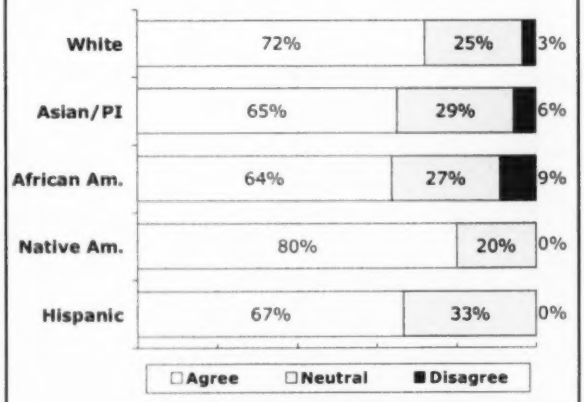
Students were asked if they agreed that instruction is of high quality. Two out of three credit students and four out of five non-credit students agreed (Figure 8.8). While few disagreed overall, Asian/Pacific Islander students were twice as likely and African American students were three times as likely to disagree/strongly disagree than White students (Figure 8.9).

Fig. 8.8 Credit and Non-Credit Students (FOF)



Instruction Is Of High Quality

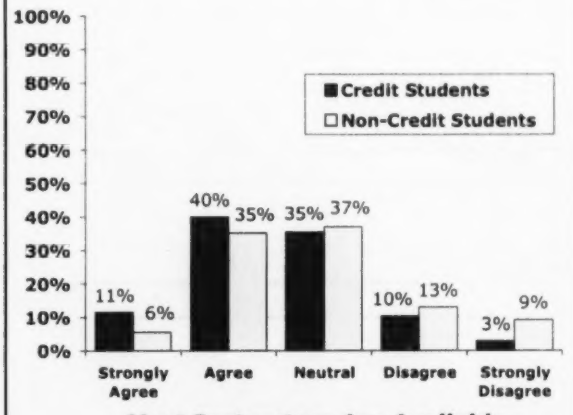
Fig. 8.9 Credit and Non-Credit Students (FOF)



Instruction is of High Quality by Race/Ethnicity

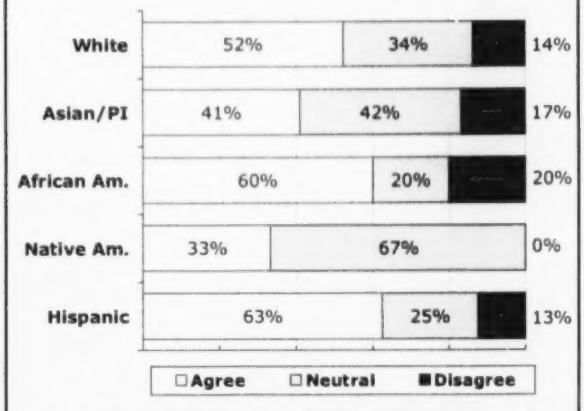
Students were asked if they agreed that most instructors are available outside of class time. About half agreed, although almost a quarter of non-credit students disagreed (Figure 8.10). Asian/Pacific Islander students had less agreement and more disagreement with the availability of instructors than did White students (Figure 8.11). While African American students had the highest level of disagreement of all ethnicity/races, they also had a high level of agreement, with fewer students remaining neutral.

Fig. 8.10 Credit and Non-Credit Students (FOF)



Most Instructors Are Available Outside Of Class Time

Fig. 8.11 Credit and Non-Credit Students (FOF)



Most Instructor Are Available Outside of Class Time, by Race/Ethnicity

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Satisfaction with Registration and Course Availability

Students were asked if they agreed that the registration process is student friendly. Fifty-nine percent of credit students and 63% of non-credit students agreed (Figure 8.12).

Both credit and non-credit students were asked if they agreed that courses are available at the times they can take them. Half of the credit students agreed while over a quarter disagreed (Figure 8.13). Non-credit students were more likely than credit students to agree that courses are available at times they could take them.

Fig. 8.12 Credit and Non-Credit Students (FOF)

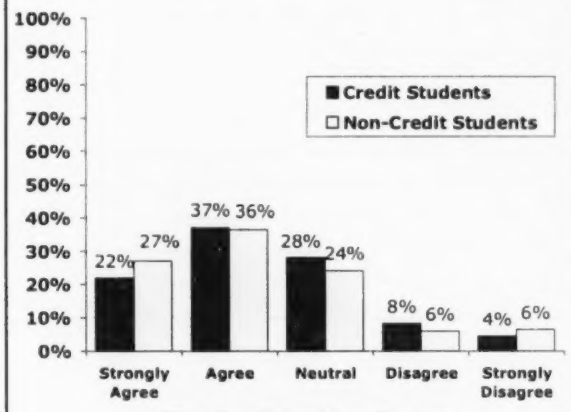
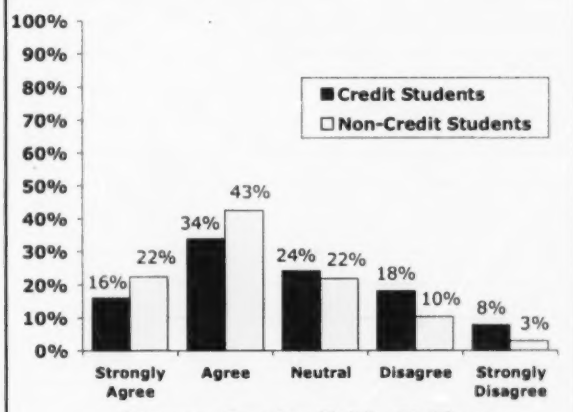
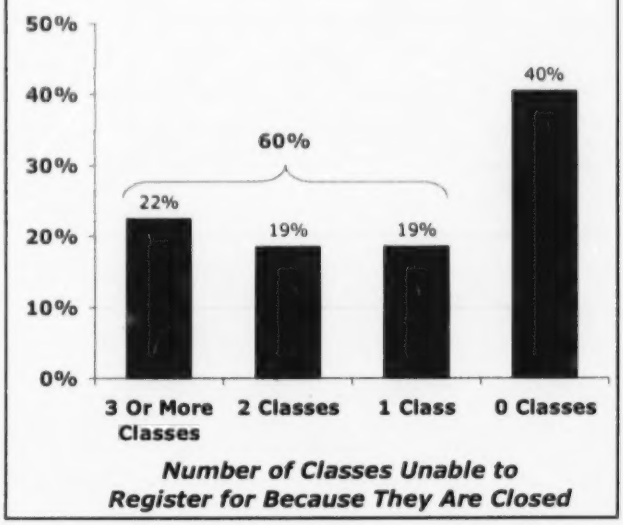


Fig. 8.13 Credit and Non-Credit Students (FOF)



There are a number of students that are unable to register for classes, because the classes are closed due to capacity constraints (Figure 8.14). Credit students report that nearly *two-thirds* were unable to register for one or more classes and nearly *one-fourth* were unable to register for three or more classes. Only two out of five credit students were able to register for the classes that they wanted without finding them closed.

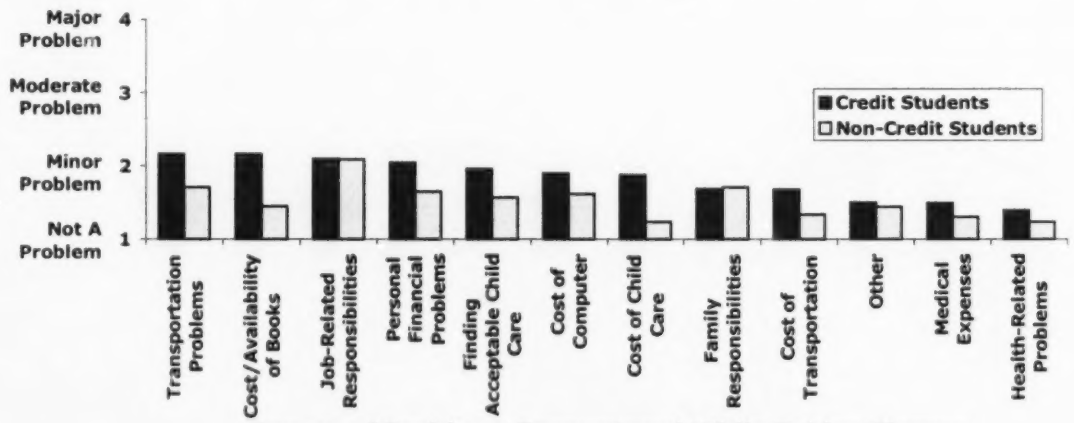
Fig. 8.14 Credit Students (CCSEQ)



Problems Encountered While Taking Classes

Students occasionally encounter problems when attending classes at BCC, although most of these problems were rated as "minor" (Figure 8.15). For credit students, the greatest problems were transportation, cost or availability of books, job-related responsibilities, and personal finance problems. The major problem encountered by non-credit students was job-related responsibilities.

Fig. 8.15 Credit and Non-Credit Students (FOF)

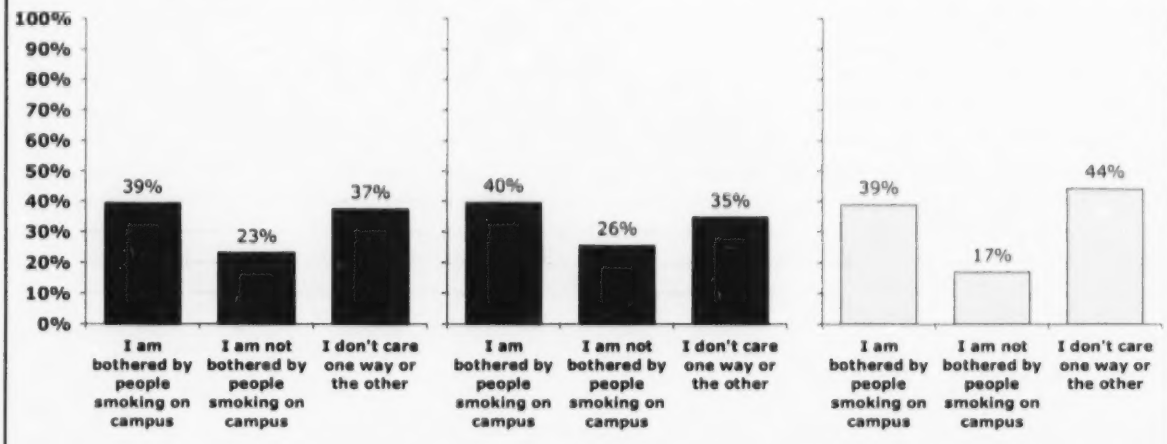


Degree of Problems Encountered While Taking Classes

Smoking on Campus

Smoking at BCC was addressed in both surveys. More students, both credit and non-credit, were bothered than not bothered by people smoking (Figure 8.16). Over a third did not care one way or another.

Fig. 8.16 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)

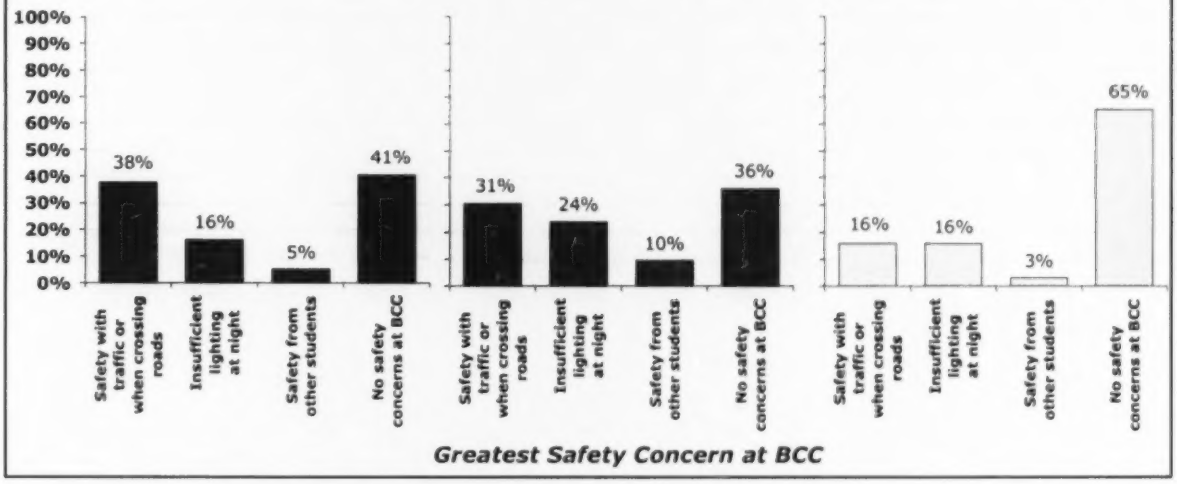


Opinion About People Smoking at BCC

Safety Issues on Campus

Students were asked which of three choices was their greatest safety concern at BCC. Happily, many felt there were no safety concerns at all (Figure 8.17). The greatest issue for credit students was traffic safety when crossing roads, while non-credit students were split in their concern regarding traffic safety and insufficient lighting at night. The latter issue is probably more of a concern to non-credit students, since a large number of non-credit classes occur in the evenings.

Fig. 8.17 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)



Both Asian/Pacific Islander and African American students were much more likely to feel that their greatest safety concern was from other students, much more so than White students (Figure 8.18).

Three-quarters of the students stated that they felt a sense of general safety and security while on campus and attending classes at BCC (Figure 8.19).

Fig. 8.18 Credit and Non-Credit Students

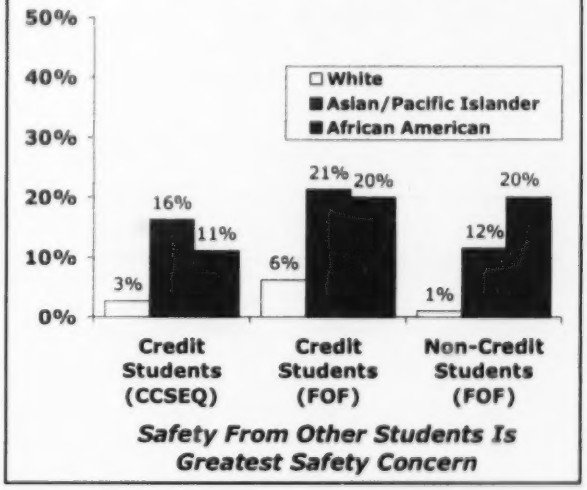
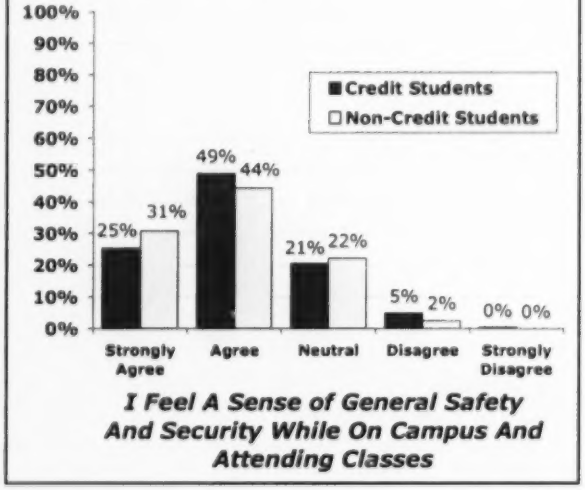


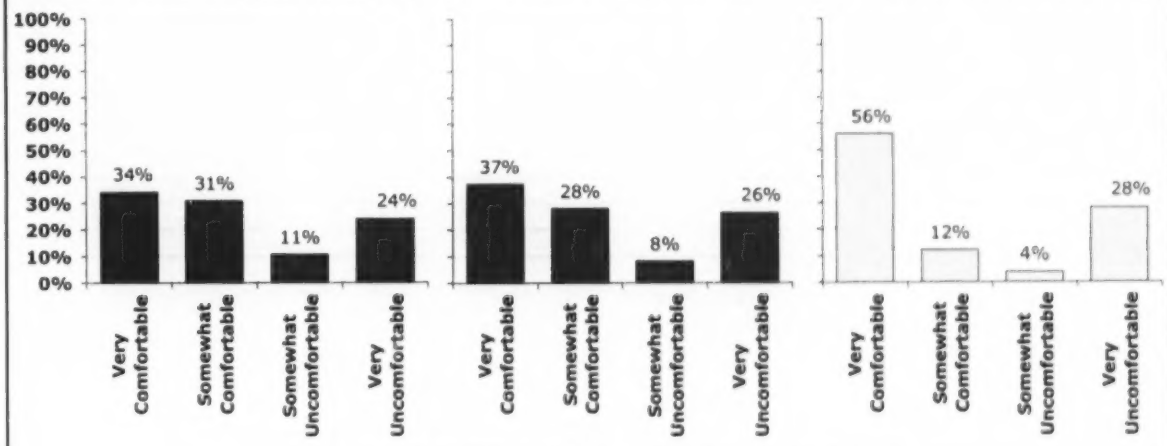
Fig. 8.19 Credit and Non-Credit Students (FOF)



Freedom from Harassment on Campus

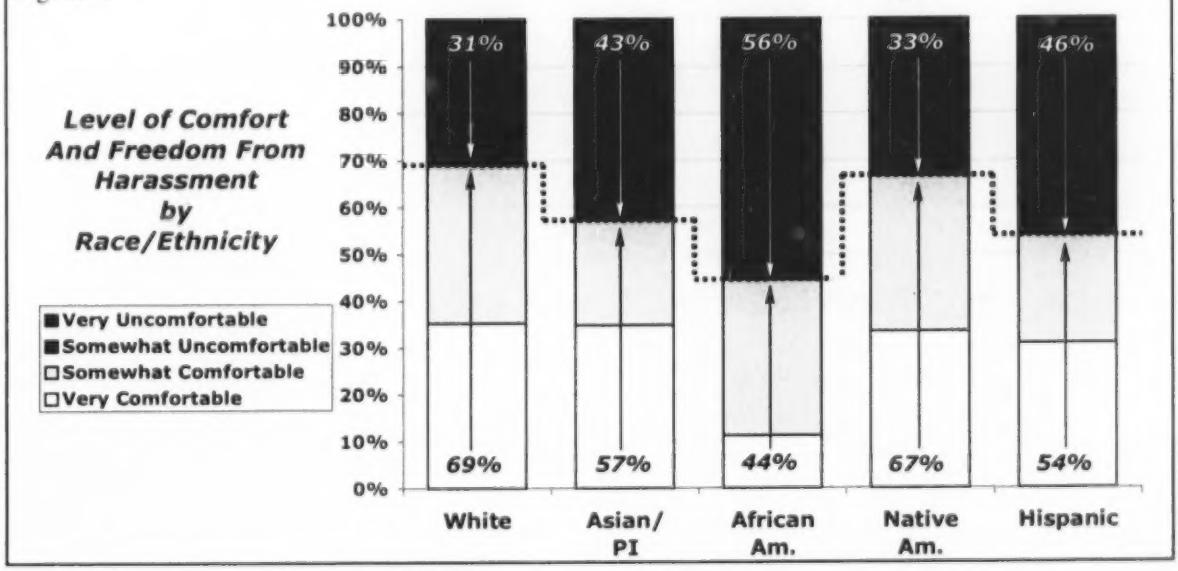
About two-thirds of BCC students stated on both surveys that they felt somewhat or very comfortable on campus and free from racial, sexual, or other harassment of any kind (Figure 8.20). This proportion is 9% higher than for Washington community colleges overall. Unfortunately, one-third of BCC students did *not* feel free from harassment, and one out of four students stated that they felt *very* uncomfortable.

Fig. 8.20 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)



Students' level of comfort/freedom from harassment was analyzed by race/ethnicity. The patterns for credit and non-credit students were found to be similar. African American students felt the highest level of discomfort, followed by Hispanic and Asian/Pacific Islander students (Figure 8.21). When analysis was conducted by gender, very little difference was seen between men and women in their level of comfort.

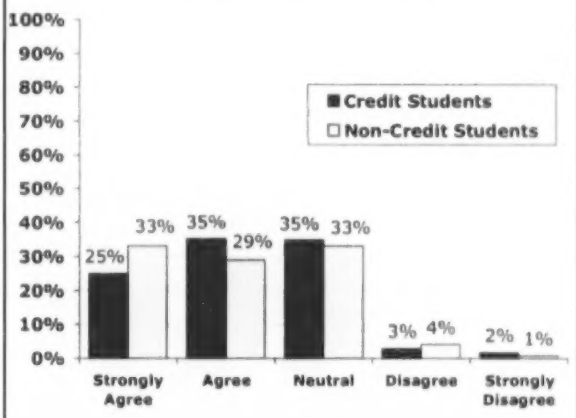
Fig. 8.21 Credit Students (CCSEQ)



Respectful Treatment of Students

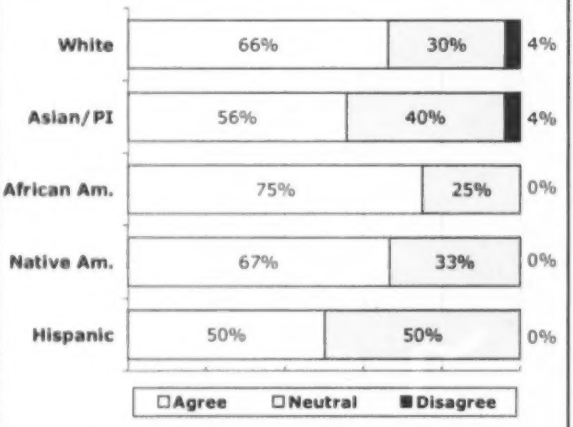
The majority of students agreed that students in their racial/ethnic group were treated with respect by students in other racial/ethnic groups (Figure 8.22). African American students were more likely to agree than White students, while Asian/Pacific Islander and Hispanic students were less likely to agree (Figure 8.23).

Fig. 7.22 Credit and Non-Credit Students (FOF)



Students in Other Racial/Ethnic Groups Treat Those in Mine with Respect

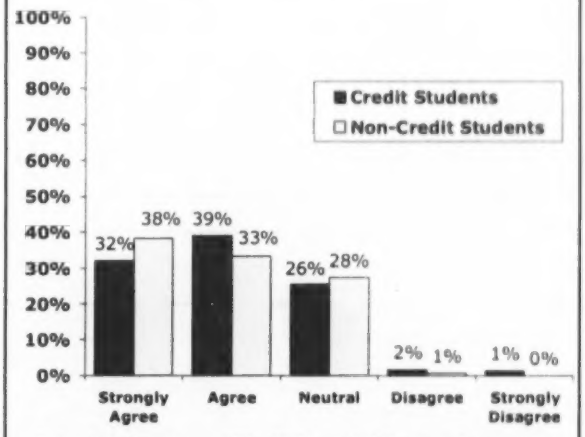
Fig. 7.23 Credit and Non-Credit Students (FOF)



Students in Other Racial/Ethnic Groups Treat Those in Mine with Respect, by Race

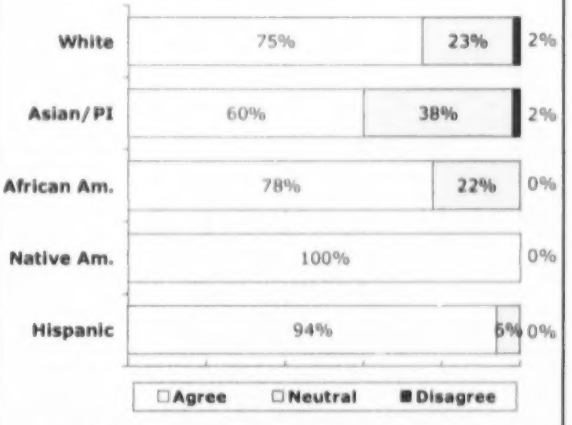
Three-quarters of the students agreed that students in their racial/ethnic group were treated with respect by the administrators and staff at BCC (Figure 8.24). Hispanic and Native American students were more likely to agree than White students, while Asian/Pacific Islander students were less likely to agree (Figure 8.25).

Fig. 8.24 Credit and Non-Credit Students (FOF)



Administrators/Staff Treat Students in My Racial/Ethnic Group with Respect

Fig. 8.25 Credit and Non-Credit Students (FOF)



Administrators/Staff Treat Students in My Racial/Ethnic Group with Respect, by Race

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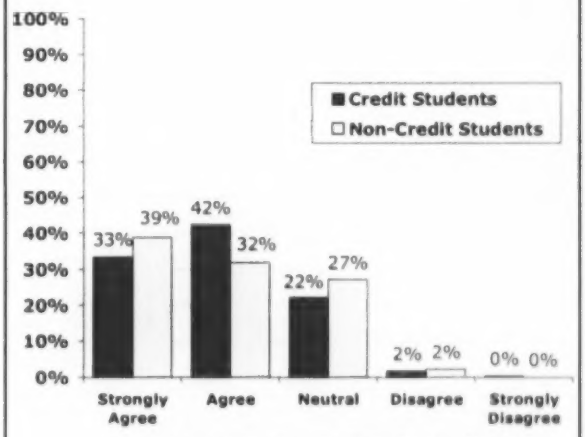
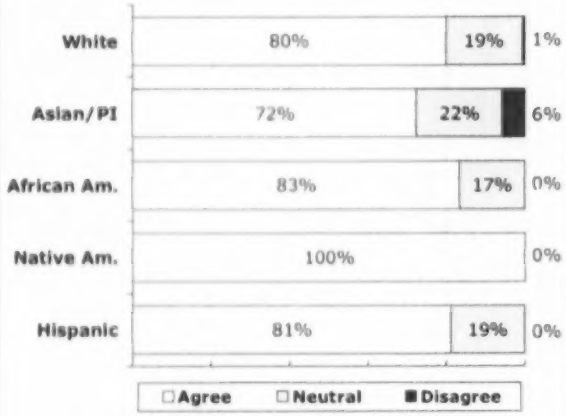
Three-quarters of the students agreed that those in their racial/ethnic group were treated with respect by BCC instructors (Figure 8.26). Asian students were less likely to agree than students of other ethnicity/ races, and more likely to disagree (Figure 8.27).

Fig. 8.26 Credit and Non-Credit Students (FOF)



Instructors Treat Students in My Racial/Ethnic Group with Respect

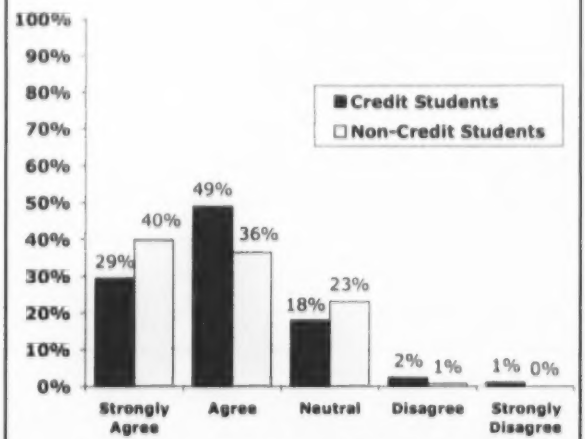
Fig. 8.27 Credit and Non-Credit Students (FOF)



Instructors Treat Students in My Racial/Ethnic Group with Respect, by Race

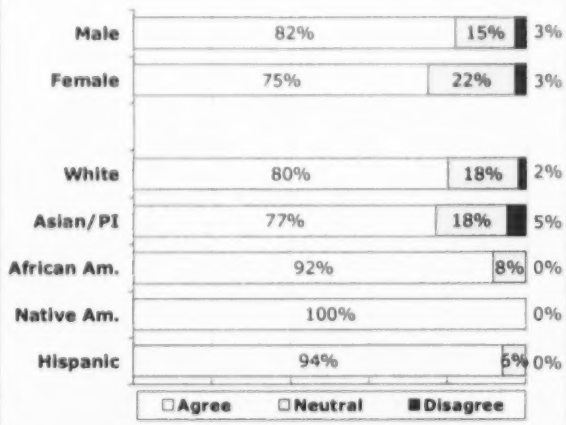
Three-quarters of the students agreed that students of their gender were treated with respect by BCC instructors and administrators (Figure 7.28). Female students were less likely to agree than male students, and Asian/Pacific Islander students were less likely to agree than students of other ethnicity/races (Figure 7.29).

Fig. 8.28 Credit and Non-Credit Students (FOF)



Instructors and Administrators Treat Students of My Gender with Respect

Fig. 8.29 Credit and Non-Credit Students (FOF)



Instructors/Administrators Treat Students of My Gender with Respect, by Race & Sex

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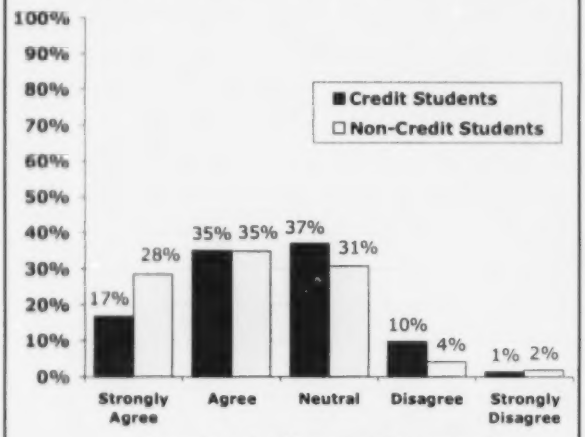
Concern Shown to Students as Individuals

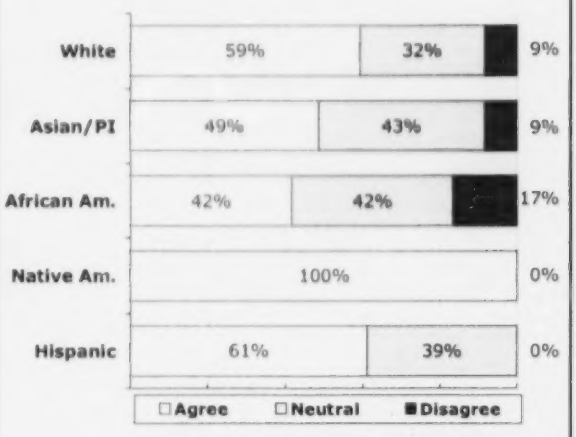
The majority of students agreed that concern is shown to students as individuals, although about one in ten students disagree (Figure 8.30). African American and Asian/Pacific Islander students were less likely to agree than White students, while African American students were almost twice as likely to disagree (Figure 8.31).

Fig. 8.30 Credit and Non-Credit Students (FOF)



Concern is Shown to Students as Individuals

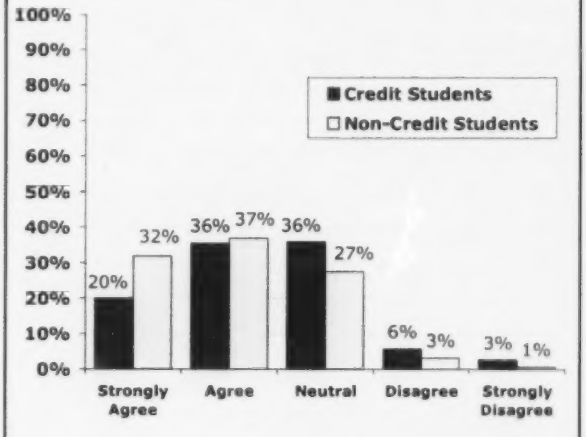
Fig. 8.31 Credit and Non-Credit Students (FOF)



Concern is Shown for Students as Individuals, by Race

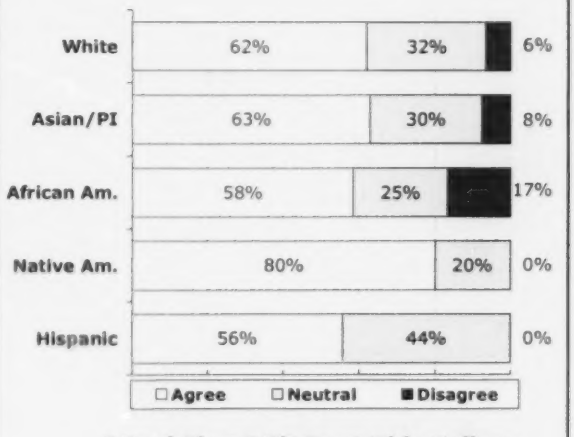
The majority of students feel that they fit in at BCC (Figure 8.32). African American students, however, were almost *three times* as likely as White students and *more than twice* as likely as Asian/Pacific Islander students to feel that they do not fit in at BCC (Figure 8.33).

Fig. 8.32 Credit and Non-Credit Students (FOF)



I Feel That I Fit In at This College

Fig. 8.33 Credit and Non-Credit Students (FOF)



I Feel That I Fit In at This College, by Race

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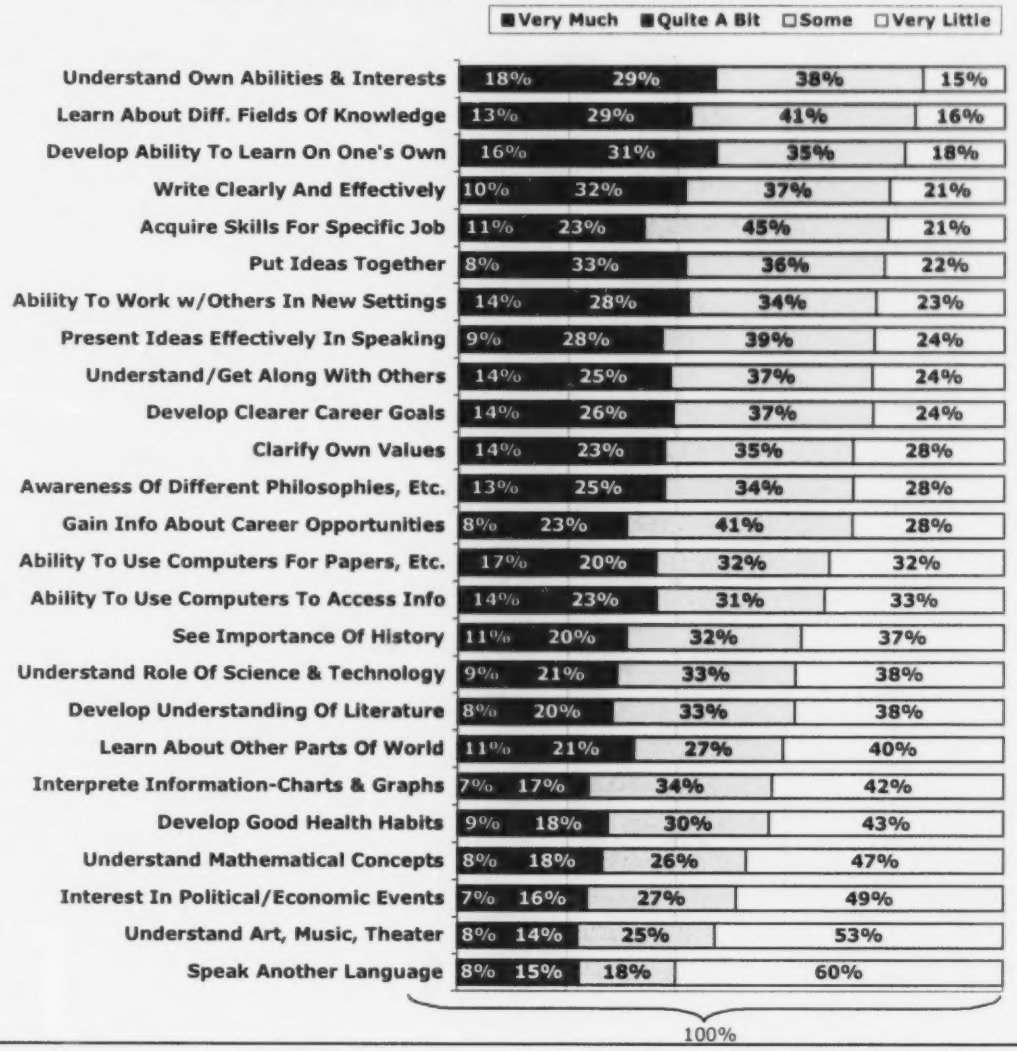
Progress Made While at BCC

Credit students rated the extent that they had gained or made progress in twenty-five areas of experience at BCC. These are listed together for comparison (see Figure 8.34 below), as well as individually on the following page. The areas in which they feel they made the most progress include: an increased capacity to understand their abilities and interests, learn about different fields of knowledge, learn by oneself, write clearly and effectively, put ideas together, work with others in new settings, and develop clearer career goals. The five areas in which students had felt that they had made the least amount of gains were the ability to speak another language, understand art, music and theater, develop an interest in political and economic events, and interpret information from charts and graphs. BCC students had a higher proportion of gains than did Washington community colleges overall in speaking another language and learning more about other parts of the world and other people.

Fig. 8.34 Credit Students (CCSEQ)


Extent That Student Had Gained Or Made Progress
Very Much
Quite A Bit
Some
Very Little
Understand Own Abilities & Interests 18% 29% 38% 15%
Learn About Diff. Fields Of Knowledge 13% 29% 41% 16%
Develop Ability To Learn On One's Own 16% 31% 35% 18%
Write Clearly And Effectively 10% 32% 37% 21%
Acquire Skills For Specific Job 11% 23% 45% 21%
Put Ideas Together 8% 33% 36% 22%
Ability To Work w/Others In New Settings 14% 28% 34% 23%
Present Ideas Effectively In Speaking 9% 28% 39% 24%
Understand/Get Along With Others 14% 25% 37% 24%
Develop Clearer Career Goals 14% 26% 37% 24%
Clarify Own Values 14% 23% 35% 28%
Awareness Of Different Philosophies, Etc. 13% 25% 34% 28%
Gain Info About Career Opportunities 8% 23% 41% 28%
Ability To Use Computers For Papers, Etc. 17% 20% 32% 32%
Ability To Use Computers To Access Info 14% 23% 31% 33%
See Importance Of History 11% 20% 32% 37%
Understand Role Of Science & Technology 9% 21% 33% 38%
Develop Understanding Of Literature 8% 20% 33% 38%
Learn About Other Parts Of World 11% 21% 27% 40%
Interprete Information-Charts & Graphs 7% 17% 34% 42%
Develop Good Health Habits 9% 18% 30% 43%
Understand Mathematical Concepts 8% 18% 26% 47%
Interest In Political/Economic Events 7% 16% 27% 49%
Understand Art, Music, Theater 8% 14% 25% 53%
Speak Another Language 8% 15% 18% 60%
100%

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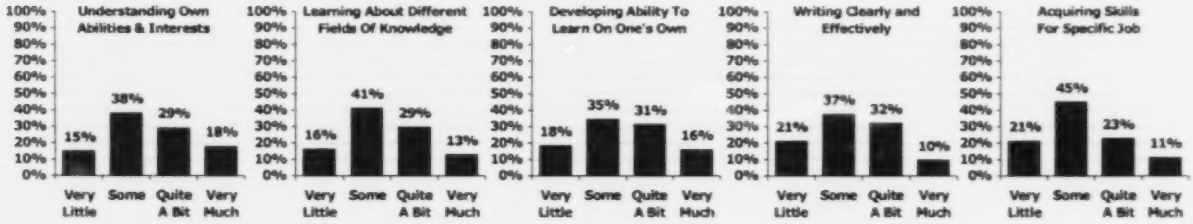
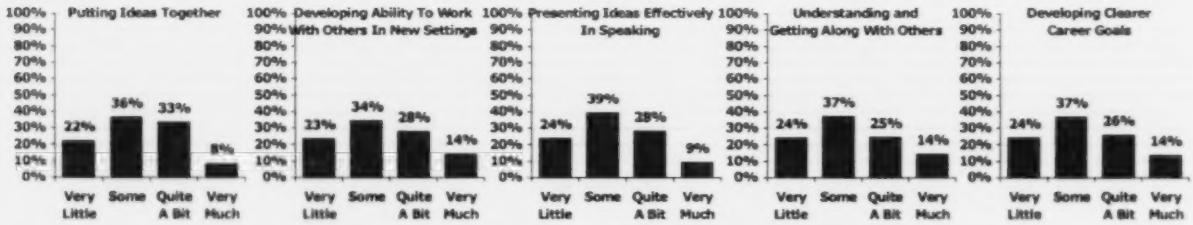
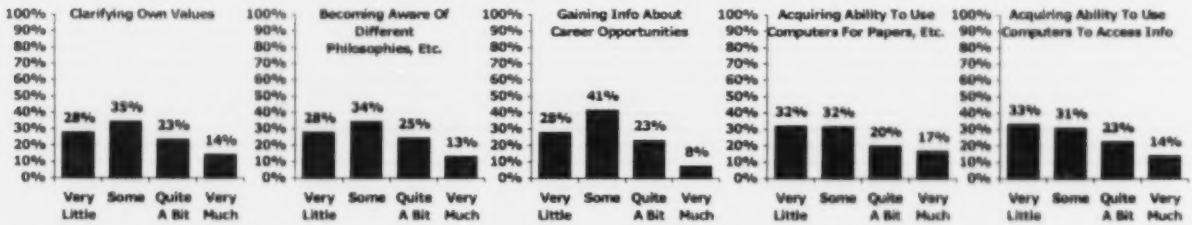
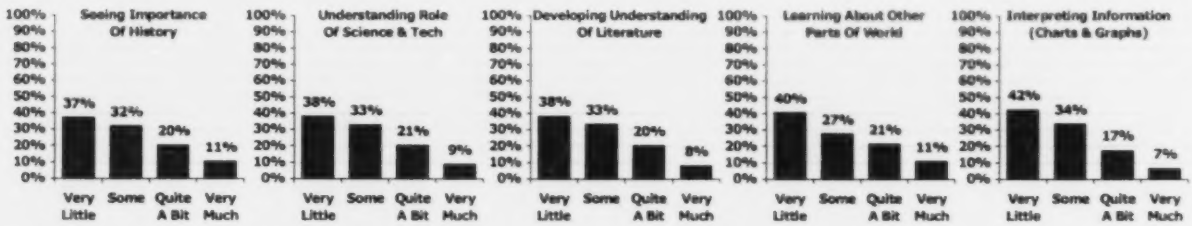
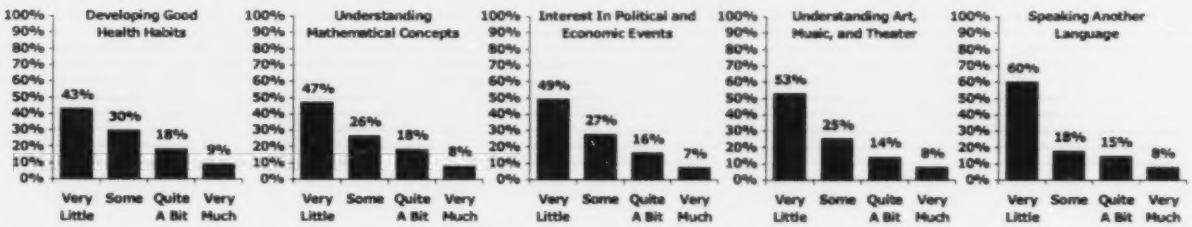
These are the individual listings of areas in which credit students have gained or made progress while at BCC (for combined chart, see Figure 8.34 on the previous page).






Clarifying Own Values
28% 35% 23% 14%
Becoming Aware Of Different Philosophies, Etc.
28% 34% 25% 13%
Gaining Info About Career Opportunities
28% 41% 23% 8%
Acquiring Ability To Use Computers For Papers, Etc.
32% 32% 20% 17%
Acquiring Ability To Use Computers To Access Info
33% 31% 23% 14%
Very Little
Some
Quite A Bit
Very Much

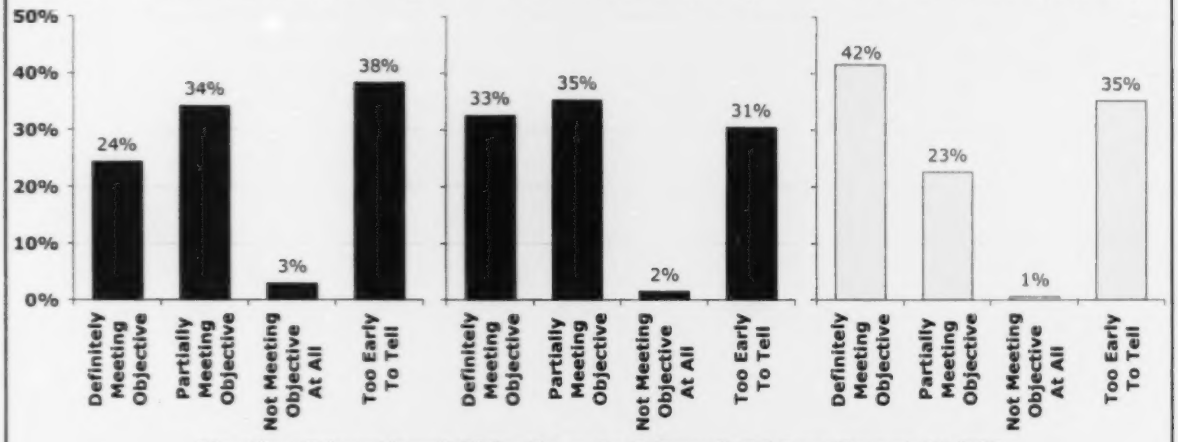




Meeting Educational Objectives

Students were asked if they felt that they were meeting their educational objectives as a result of enrollment at BCC. Between one-quarter and one-third of credit students said they were definitely meeting their educational objectives, while an additional third said they were at least partially meeting them (Figure 8.35). About a third of both credit and non-credit students thought it was too early in the year to tell. Very few students felt they were not meeting their objectives at all; the BCC proportion was 3% lower than for Washington community colleges overall.

Fig. 8.35 Credit Students (CCSEQ) Credit Students (FOF) Non-Credit Students (FOF)

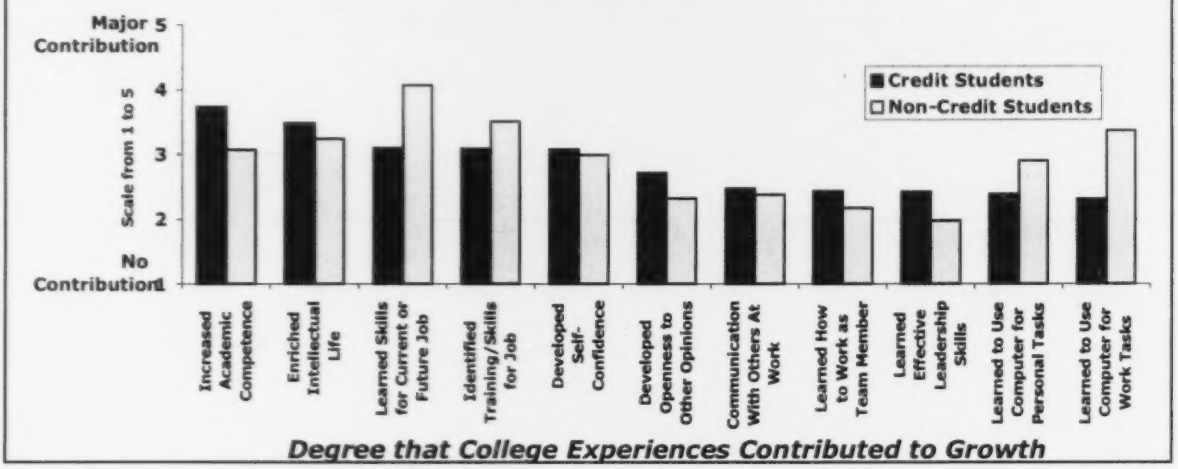


Meeting Educational Objectives As A Result Of Enrollment At BCC

Gains from Attending BCC

Students stated that many experiences at BCC contributed to their growth (Figure 8.36). For credit students, the greatest gains include increased academic competence, enriched intellectual life, increased skills and training for a current or future job, and more self-confidence. For non-credit students, the greatest gains include increased skills and training for a current or future job, gained knowledge of computer use for work tasks, enriched intellectual life, and increased academic competence.

Fig. 8.36 Credit and Non-Credit Students (FOF)



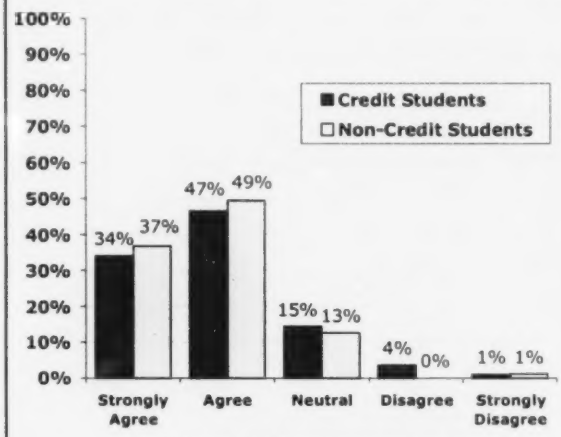
Degree that College Experiences Contributed to Growth

Would Recommend BCC to Others

More than eight out of ten students, both credit and non-credit, agreed or strongly agreed that they would recommend BCC to their friends and relatives (Figure 8.37).

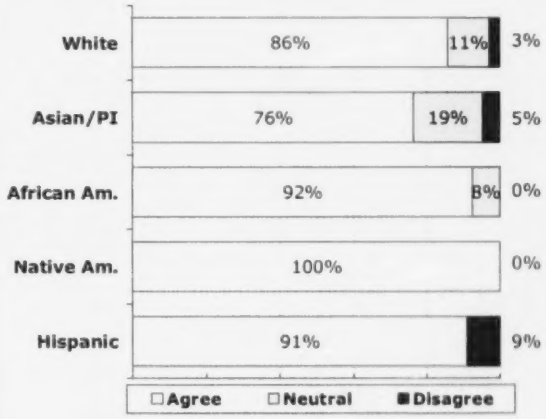
Asian/Pacific Islander students were less likely to agree than White students, although African American, Native American, and Hispanic students were *more* likely to agree that they would recommend BCC to their friends and relatives (Figure 8.38).

Fig. 8.37 Credit and Non-Credit Students (FOF)



I Would Recommend BCC to Friends and Relatives

Fig. 8.38 Credit and Non-Credit Students (FOF)



I Would Recommend BCC to Friends and Relatives, by Race